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ABSTRACT

The fourth part of a four-part analysis and assessment of Pakistan's system of primary education presents annexes to the analysis that was reported in the second part of the overall report. Five annexes are included: (A) Acronyms; (B) Scope of Work; (C) Persons Interviewed; (D) Chapter Annexes; and (E) Bibliography. A number of charts and diagrams appear throughout. (DB)

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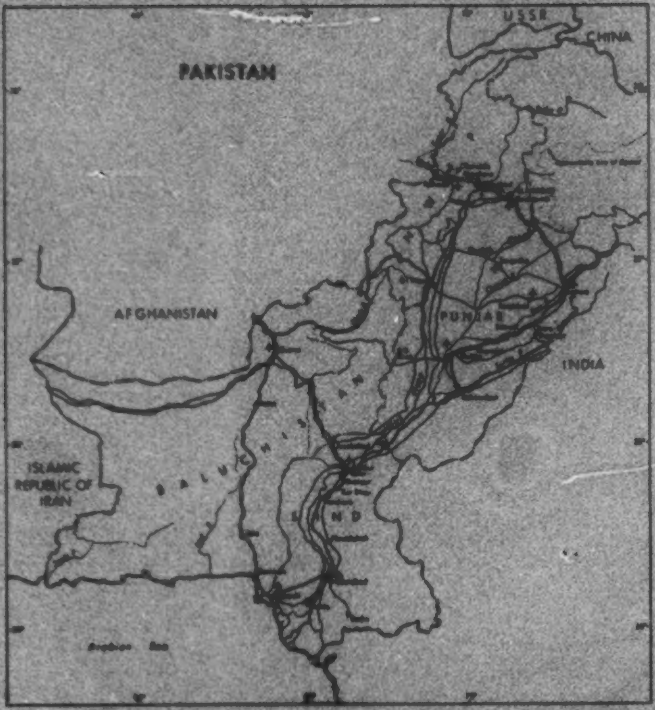
PRIMARY EDUCATION IN PAKISTAN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PART IV

ANNEXES TO THE ANALYSIS

PART IV.

ANNEXES TO THE ANALYSIS

Prepared for:

USAID/Pakistan and
the Government of Pakistan

by:

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July 1986

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ACRONYMS

USED IN THIS REPORT

AA	Administrative Approval
ACR	Annual Confidential Report
AD	Assistant Director
ADEO	Assistant District Education Officer
Adm.W	Administration Wing
ADP	Annual Development Plan
AEA	Assistant Education Advisor
AEO	Assistant Education Officer
AEPAM	Academy of Educational Planning and Management
AES	Additional Education Secretary
AIOU	Allama Iqbal Open University
AO	Administrative Officer
APWA	All Pakistan Women's Association
ASDEO	Assistant Sub-Divisional Educational Officer
AWI	Assistant Workshop Instructor
B&A	Budget and Accounts
BISE	Board of Intermediate and Secondary Education
BPS	Basic Pay Scale
CAA	Civil Aviation Authority
CDWP	Central Development Working Party
CMLA	Chief Martial Law Administrator
CPO	Chief Planning Officer
C&P	Complaints and Petitions
CSP	Civil Service of Pakistan
CSR	Civil Service Regulations
CT	Certificate of Teaching
CW	Curriculum Wing
C&WD	Communication and Works Department
D/A	Director of Accounts
DDC	Divisional Development Committee
DDE	Divisional Director of Education
DDEO	Deputy District Education Officer
DDPI	Deputy Director of Public Instruction
DDWP	Departmental Development Working Party
DEA	Deputy Education Advisor
DEO	District Education Officer
DLO	District Literacy Organizer (LAMEC)
DM	Drawing Master
DPI	Director of Public Instruction
DPM	District Project Manager
DS	Deputy Secretary
DTE	Director of Technical Education
DyD	Deputy Director
ECNEC	Economic Committee of the National Economic Council
EO	Education Officer

EOWO	Employment Opportunity for Women through Organization
EPPIERD	Experimental Pilot Project Integrating Education and Rural Development
ESTC	Elementary School Teaching Certificate
FATA	Federally Administrated Tribal Areas
FEPRA	Functional Education Project for Rural Areas
FGEI	Federal Government Educational Institutions
FIW	Federal Institutions Wing
F/MOE	Federal Ministry of Education
FWCS	Family Welfare Cooperative Society
GCET	Government College for Elementary Teachers
GCHS	Government Comprehensive High Schools
GCMS	Government Central Model School
GDP	Gross Domestic Product
GNP	Gross National Project
GOP	Government of Pakistan
HEW	Higher Education Wing
ICW	International Cooperation Wing
IEP	Integrated Education Program
ILO	International Labor Organization
JDPE	Junior Division Physical Education
JEA	Joint Education Advisor
JS	Joint Secretary
LAMEC	Literacy and Mass Education Commission
LC	Learning Coordinator
LGRD	Local Government and Rural Development Department
MIS	Management Information System
MLA	Martial Law Administrator
MOE	Ministry of Education
MOF	Ministry of Finance
MUST	Management Unit for Study and Training
NC	Nationalized Colleges
NGS	Non-Gazetted Schools
NICE	National Institute for Communication through Education
NS	Nationalized Schools
NWFP	North West Frontier Province
OSD	Officer on Special Duty
PC-1	Planning Commission Form 1
PCS	Provincial Civil Service
P&D	Planning and Development
P&DW	Planning and Development Wing
PDWP	Provincial Development Working Party
PEC	Primary Education Council
PEDEP	Primary Education Development and Expansion Project
PEP	Primary Education Project
PET	Physical Education Teacher
PI	Policies and Implementation
PIA	Pakistan International Airline
PLA	Personal Ledger Account
PNEW	Primary and Non-Formal Education Wing
PO	Planning Officer
PTC	Primary Teachers Course/Certificate
PTOC	Primary Teachers Orientation Course/Certificate
R&B	Rent and Budget

RDE	Registrar, Departmental Examinations
READ	Rural Education And Development
RO	Research Officer
SDEO	Sub-Divisional Education Officer
SDP	Special Development Program
SDPE	Senior Division Physical Education
SE	School Education
SET	Senior English Teacher
S&I	Services and Inquiry
SNE	Schedule of New Expenditures
SO	Section Officer
SO(G)	Section Officer (General)
SRO	Senior Research Officer
SST	Secondary School Teachers
S&TW	Science and Technology Wing
SVO	Signature Verifying Officer
SV/OL/AT	Senior Vernacular/Oriental Language/Arabic Teacher
SWA	South Waziristan Tribal Authority
S&WW	Sports and Welfare Wing
TA	Travel Allowance
TTI	Teacher Training Institutes/Institutions
UGC	University Grants Commission
UNDP	United Nations Development Program
UNESCO	United Nations Education, Scientific, and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations International Children's Emergency Fund
USIA	United States Information Agency
USAID/P	United States Agency for International Development Pakistan
WB	World Bank
WI	Workshop Instructors

SCOPE OF WORK

ASSESSMENT OF PRIMARY EDUCATION

PAKISTAN--1986

Contract 391-0470-C-00-5077-00

The contractor shall produce an assessment of Pakistan's primary education sub-sector by providing a team of consultants specialized in the fields of primary education administration, planning, management and financial analysis. The assessment will address questions relating to the commitments and priorities of the GOP in the primary education sub-sector which may serve as a policy tool for the GOP or for potential investments in the sector by A.I.D. or other donors.

III. SCOPE OF WORK

The scope of this contract includes five major headings listed in this section. Each heading contains a list of tasks followed by a series of questions which shall guide the contractor in performing the tasks and direct the contractor's assessment of the education sector and the resulting analyses.

A. EDUCATIONAL POLICY AND PLANNING

1. The Contractor shall develop an analysis of the process by which national educational priorities have been established:

   a. Who are the key persons in determining educational policy? What are their levels of demonstrated commitment to education? To primary education? Are there discernible trends in demonstrated commitment?

   b. Which ministries, departments and other official bodies significantly influence educational priorities?

   c. In what stages in the policy making and planning processes are the commitments and values of influential persons and offices of particular significance?

   d. What specific measures, including reforms might increase the level of GOP commitment and raise the priority of primary education?

   e. Within the context of (a) through (d) above are the goals and targets of the Sixth 5 year plan and the 3 year rolling plan likely to be supported? Which educational projects are most likely to be supported?

2. Assessment of the technical quality of planning choices and decisions

    a. What is the significance of technical information (information generated by specialists) in making educational decisions? What additional technical information is needed?

    b. What special technical analyses, research, evaluations or assessments are used in setting targets and specifying actions? What is the quality of such technical work e.g. the accuracy of past forecasts? What is the quality of the data and information utilized?

    c. What modifications or additions in the Action Plan for Educational Development 1983-88 (for implementation the Sixth plan) would have been possible with additional information and technical skills?

    d. Would better technical analyses in the Fifth and Sixth Plans have resulted in different, more achievable, goals and targets?

Based on these analyses and assessments a summary judgement shall be made on the basis of:

-- The feasibility of making significant educational progress within the existing policy and planning environment;

-- The changes or adjustments in the structure of policy making and planning necessary to achieve such progress;

-- The necessary changes in the systems and procedures for generating data and information needed for planning decisions;

-- The potential of staff training and modern equipment procurement programs for the improvement of the technical quality of policy making and planning.

-- The legal and regulatory considerations attendant upon improvements in the Pakistan Primary Education System.

B. THE FINANCING OF PRIMARY EDUCATION:

1. The Contractor shall trace the financial flows through the primary education system

Information available in federal and provincial offices pertaining to financial flows may need to be supplemented, but (a) what are the sources of income for primary education? (b) Which bodies allocate funds? (c) Which institutions are the recipients of these funds? (d) Who are the direct users of the funds? (e) How does the Federal Government influence Provincial education policy and education allocations/expenditures?

2. The Contractor shall develop an assessment of fiscal performance during the Fifth and Sixth Five Year Plans

   a. Are the goals and objective targets of the Sixth Plan congruent with the Annual Development Plans (ADPs) developed during 1983-84, 1984-85?

   b. Are the targets as revised in the "Three Year Rolling Plan" (in preparation) congruent with the ADPs for the corresponding years?

   c. If discrepancies are found between the plans and the ADPs determine the reason as perceived by:
      1) Federal Ministry of Education
      2) Federal Ministry of Finance
      3) Federal Ministry of Planning
      4) Provincial Secretaries of Education, Planning and Finance

3. The Contractor shall develope an analysis of the process by which primary education development projects as identified in the plan and ADPs, are designed, reviewed, approved and authorized for execution

   a. What are the stages, and the time required for each, in project development?

   b. What are the functions of the Provincial Departments of Education, Planning, and Finance and those of the relevant ministries and agencies at the federal level?

4. The Contractor shall develop an analysis of the Recurring costs budgets for primary education for the four provinces

   a. What are the recurring costs over which the provinces have no power to reduce?

   b. Given (a) above what are the amounts of provincial funds remaining available for meeting the recurring costs to be incurred by new ADP capital financed projects?

   c. What is the constraint of limited funds available for recurring costs on the ability of provinces to "accept" new ADP project development financing?

5. The Contractor shall develop an assessment of the Potential for broadening the revenue bases of the 4 provinces

   a. To what extent are private primary schools contributing to meeting the need for additional facilities? How does the contribution of private schools vary by; province; rural and urban areas; and male and female education?

   b. Can local governments share more of the costs of local public primary schools? Consider the resources development potentials including in-kind resources in this regard at the village as well as the union council, tehsil & district levels. In this connection ascertain the viewpoints of a representative sample of district, union council, & village officials & leaders regarding community willingness and ability to increase local cost sharing in support of primary education.

6. The Contractor shall develop an assessment of the utilization of foreign aid funds for the support of Primary Education

   a. How does the GOP utilize foreign aid for primary education? what are the rules and the exceptions? To what extent is it used to reduce federal government and resource allocations to the provinces e.g. to what extent is foreign aid additional to the national effort, or a substitute for it? Trace the use and handling of foreign aid funds through the system to their end use.

   b. What is the feasibility of utilizing foreign aid for primary education on a total "additionality" basis, in direct support of the "developmental" costs of projects in primary education managed at the provincial level? What is the willingness of Pakistan authorities to consider the 1st five years' of "recurring" costs of a development (ADP) project as developmental?

7. The Contractor shall summarize the above assessments in terms of the following:

   a. The fiscal constraints on achieving existing national primary education goals, and the means being suggested by which such constraints may be removed;

   b. the inadequacies of the present PC-1 design, review and approval process;

   c. the constraints on increased Provincial Resources Base for educational development;

d. the constraints on increased local government and community support of primary education with special reference to the needs of rural areas and to the education of girls and women;

e. the possibilities of allocating federal, including foreign aid, resources, among the Provinces on a more equitable basis than at present with a view to ensuring greater federal support for the poorer provinces.

C. Organization, Management and Administration of Primary Education

1. The Contractor shall develop an analysis of the organization and functions of the various administrative units at the provincial levels

a. What are the organization & functions of the various units at Provincial Education Department Headquarters in each of the 4 Provinces?

b. What are the Processes for implementing approved PCI's in the Department of the Punjab & in the NWFP. Where does the process start, go, and end?

c. What are the organization and functions of Divisional Education Offices? If necessary, original data should be obtained from Division Education offices in (1) Sind or Punjab and (2) NWFP or Baluchistan.

d. What are the organization & functions of the District Educationall Offices? If necessary, original data through interviews should be obtained from a sample of districts in the two provinces not chosen under paragraph (c) above?

e. What is the administrative role of the Sub Division Education Officer (SDEO)? In a typical work day, week and month how does the SDEO spend his time? If necessary, original data should be gathered by questionnaire and interviews from a sample of SDEOs.

f. In which districts are there assistant education officers employed by the Province working at the Union Council level as assistants to SDEO's? Evaluate their effectiveness as administrative (not substantive) supervisors. If necessary, compare the performance of the Provincial Department of Education in these Union Councils with that in Union Councils not having an assistant Education Officer.

g. Are teachers' salaries adequate? What is the cultural status of teachers? What attracts people to the education sector? Assuming that there is low pay and low cultural status what can be done to correct the situation?

h. What systems are in place to check the ability of teachers? To upgrade teachers? Are these facilities and criteria adequate?

i. What is the efficacy of the existing primary testing system? What system is in place to test whether primary education (teaching/learning) is functioning? What system(s) are needed?

j. What are the sociological (cultural) factors at work in the education sector? Is there a real demand for education? Is there an appreciation of what education means to children? To the nation? In what important interest groups or segments of the population is this appreciation present and in which groups is it missing?

k. How successful have been the self-help schemes which depend on local communities for construction of school building (e.g. PEDEP and Punjab Province Projects in FY 1984-1985)?

2. The Contractor shall develop an analysis of the efforts to develop Management Information Systems for the Improvement of Administration.

How successful has the new Management Information System been, that is, now being implemented in Sind Province? A comparison should be undertaken with the E.M.I.S. experiment, with UNDP assistance, in NWFP.

3. The Contractor shall develop an analysis of procurement systems and practices in the province as related to primary education.

a. How does the materials procurement system function with regard to the purchase of materials? Materials storage & warehousing? Materials distribution? And end use controls? Such material as text books, teaching aids, equipment etc, as distinguished from ordinary supplies, should be dealt with separately.

b. How does the materials procurement system function with regard to purchase contracting procedures, contract supervision, cost controls and time required to complete each step? What is the elapsed time from project approval to acceptance of constructed works by provincial authorities?

4. The Contractor shall develop an analysis of the adequacy of the Staff Transport Facilities of the Four Provincial Education Departments

5. The Contractor shall evaluate the proposition, advanced by some, that public education in Pakistan & Primary Education in particular has so many internal administrative constraints that priority should be given to over coming these constraints before major new capital inputs are scheduled.

   a. How much of a constraint is the slow use by the provinces of existing funds? e.g. In the Punjab, for example, it is said that actual expenditures per year under approved PC-1's average about 50% of allocations and that it normally takes 2 years to complete a one year project? Verify and compare with comparable data from the other provinces.

   b. To what extent are funds "lost" because of poor administrative practice? It was estimated in one province that efficiencies could result in a 33-1/3% increase in available program funds without the appropriation of one additional rupee. In FY 1984-85 this could have amounted to over twenty million rupees, additional to the Rs. 61,777 million budgeted for the year.

6. The Contractor shall summarize the above analyses and evaluation and present conclusions on the following basis:

   Summarize the administrative constraints to primary education goals achievement. In this connection, assess the difficulties involved to remove constraints and in that light, the chances for success of the effort.

D. PRIMARY EDUCATION: CURRICULA AND INSTRUCTION

1. The Contractor shall summarize the Education Sector Assessments of 1970 and 1974, and A.I.D's earlier Project Papers as these relate to primary education

   a. What common problems, issues and perceived opportunities can be identified in these documents?

   b. What trends in interpretations or recommendations are discernible?

   c. What appear to be the major controversies?

   d. What light do they shed on the central questions of commitment and feasibility of policy and financial reforms?

2. The Contractor shall develop an assessment of the viability of the PEDEP as a major contributor to the further development of primary education

   a. Do current federal and provincial educational policies support the PEDEP?

   b. Is the direction represented by PEDEP congruent with federal and provincial educational plans? What priority is it given at the federal level? Provincial level?

   c. What is the potential of the provinces to meet future recurrent costs?

   d. Have the cost effective studies already completed been adequate? Should new cost effective studies be carried out? What are the prospects for PEDEP being cost effective?

   e. Are the organization and management of the project efficient? What problems have arisen in the separate implementation structure (Federal Implementation Units and Provincial Project Implementation Units)?

   f. Is there evidence that reliance on school inputs selected under PEP contribute to the stated objectives? Or, are the external constraints of family and community too great to overcome?

   g. What is the viability of the use of "learning coordinators" as a supervisory practice? How successful have the learning coordinators been in improving instruction in boys schools? In girls schools? What factors explain differential levels of success among the learning coordinators? Can learning coordinators be integrated into the structure and function of supervision in the provinces? How do the District Education Officers (DEOs) and Sub-District Education Officers (SDEOs) perceive the role of the learning coordinators? What supporting institutions or frameworks are required to strengthen the position and increase efficiencies of the learning coordinators? Has the use of selected middle school principals to supervise groups of learning coordinators proved successful? Have the use of "master trainers" and other arrangements for providing in-service training for the learning coordinator proved successful? How successful has been the attempt in NWFP and Baluchistan to use local government officials in the supervision of primary education at the Union, Tehsil and District levels? What has been the attitude of teachers, SDEOs, DEOs regarding such involvement?

h. Should consideration be given to such innovations as: inclusion of mosque and mohallah schools, adjustments in daily schedule and yearly calendar in rural areas; additional use of assistant teachers; assignment of female teachers to co-educational schools?

i. To what extent does successful intervention in primary education require upgrading of quality of teacher training institutions? How successful has been the involvement of the teacher training institutions in the in-service programs for teachers and learning coordinators? Would the effectiveness of PEP and PEDEP be significantly improved if the quality of the teacher training institutions were upgraded?

j. What potential innovations in the PEDEP could increase the number of female teachers and female learning coordinators e.g. scholarships or other incentives for rural girls to become teachers?

k. Other.

3. The Contractor shall develop an assessment of the contribution of mosque schools to the development of primary edcuation.

   a. How successful has been the policy of utilizing mosque schools? What is perceived to account for variations in its success among the provinces? What long term impact will mosque schools have on curriculum, pupil achievement, and pupil values? On female access and attendance?

   b. Which federal and provincial educational goals are supported by this policy? which goals if any, are in conflict with the reliance on mosque schools?

   c. How cost effective is mosque school education?

   d. Do mosque schools pose any special administrative or management problems?

   e. If warranted, what resources would extend the impact of mosque school education?

4. The Contractor shall develop an assessment of the demand for female education.

   The assessment should include such questions as:

a. Which socio-economic and cultural variables significantly influence female demand?

b. Which geographic and economic variables significantly influence female demand?

c. How significant are the following for the enrollment and retention of girls in primary schools?
    1) Physical facilities
    2) Women teachers
    3) The nature of discipline
    4) The curriculum
    5) Teaching methods.

If major original research is warranted, consideration may be given to conducting a multi-stage survey within each province in the future.

E. NON-FORMAL EDUCATION, AND LITERACY AND SKILLS TRAINING FOR CHILDREN AND YOUTH

1. The Contractor shall develop an assessment of the GOP policies and plans in Non-Formal and Literacy Education

a. What accounts for the lack of provision of authorized funds for LAMEC?

b. Is there a basis for the belief held by some literacy educators that federal funds will readily follow specific instances of demonstrated program success?

c. What has been the commitment of ministries, other than education, in fostering literacy and skills training within the context of projects and organizations under their control?

d. What is the technical quality of the National Literacy Program as a guide for significant action?

e. Are the organization and administration of the National Literacy program, which extend from the federal level through the provincial and district levels to local literacy centers, operational and efficient?

f. If and when commitment and policies are judged to be adequate, what would be the resources required to make the national system effective?

2. The Contractor shall develop an assessment of alternative programs of non-formal and literacy skill training.

   a. Under what conditions and for which age group is it appropriate to combine literacy and skills training? Under what conditions should they be separated?

   b. Is the heavy reliance on voluntary organizations an efficient and effective supplement to those efforts organized and supported by the various levels of government? Can non-government agencies carry more of the burden than they do at present?

   c. What is the comparative quality of literacy and skill training programs, organized by: (1) various levels of government (2) various private groups and (3) combination of public and private groups? In the non governmental sector special attention should be given to the programs of the Adult Basic Education Society, and to those programs linked with rural development efforts.

   d. What is the relative cost effectiveness of the programs identified in (c) above?

   e. Which of the programs identified in (c) have been particularly successful for (i) rural girls (ii) rural boys (iii) urban girls (iv) urban boys?

   f. Which of the programs identified in (c) offer the most promise for large scale replicability?

   g. Are there non formal, literacy and skill training techniques found to be successful in other developing countries which would be worthy of consideration as supplemental to the programs identified above? Examples of projects to be considered could include: (1) radio centered techniques e.g. Basic Village Education project in Guatemala; (2) television centered techniques (3) agricultural skills cum literacy approaches (4) entrepreneurial training and literacy e.g. Gujrat Farmers Training Project in India.

3. Based upon the findings of E1 and 2 above, the contractor shall develop a further assessment considering the following:

   -- the adequacy of the GOP policies and plans for alternative programs of non-formal and literacy education;

   -- the potential and resources necessary for improvement, if needed, of the federal and provincial policies and plans in these alternative areas;

- the potential of specific alternative non formal, literacy and skills training programs for the various target groups i.e. rural girls, rural boys, urban girls, urban boys
- the organizational, planning and implementation structures necessary to support such programs
- the potential technical, administrative and financial pitfalls for each approach considered.
- the cost-benefit of funds invested in Non-formal Education versus Formal Primary Education.

15. REPORTS

All reports shall be prepared in English and in such form and number and distributed to such persons and offices as USAID may require. As a minimum, the final report will document a complete analysis and assessment of the five areas of inquiry mentioned in the Statement of Work, namely:

A. Educational Policy and Planning
B. Financing Primary Education
C. Organization, Management, and Administration of Primary Education
D. Primary Education, Curricula, and Instruction
E. Non-formal Education and Literacy Skills Training

The consultants will brief the Mission on progress and problems at approximately the eighth[1] and fifteenth[2] weeks of the assessment. Also a draft final report will be presented to the Mission at least five work days prior to the team's departure from Pakistan.[3] This will allow for Mission comments, as appropriate. The final report will be due three weeks after contract team completes the in-country period of analysis/assessment.

The report shall contain an Executive Summary which capsulizes the findings of the assessment as a whole and the conclusions and recommendations contained in each of the five sections.

[1] April 20-26

[2] June 8-14

[3] June 15

ANNEX C

PERSONS INTERVIEWED
BY THE PRIMARY EDUCATION ASSESSMENT TEAM

	Number	Page
FEDERAL DISTRICT	58	2
PUNJAB	107	6
NORTHWEST FRONTIER PROVINCE	88	10
SIND	75	14
BALUCHISTAN	45	18
TOTAL	373	

PERSONS INTERVIEWED

FEDERAL DISTRICT

ISLAMABAD

ORGANIZATION/TITLE	PERSON	PHONE
EDUCATION MINISTRY		
Secretary	Saeed Ahmad Quereshi	820230
Planning Wing		
Deputy Education Advisor (DEA)	Munir Ahmad	820652
Joint Education Advisor (JEA)	Dr. Khalid H. Bokhari	821717
Deputy Education Advisor (DEA) Foreign Aid Section	Dr. G.A.K. Niazi	821358
Special Assistant Foreign Aid Section	Sayed Ghulam	821358
Special Education	Col. Aman Khan	853608
Primary and Non-Formal Education Wing		
Chief	Prof. Laeeq Ahmed Khan	822686
Director, Federal Implementation Unit, PEP	M. H. Quereshi	824517
Joint Education Advisor	Dr. Abdul Aziz Khan	824517
Assistant Education Advisor, READ	Dr. S.I.H. Tirmazi	810146
Senior Research Officer, READ	S.K. Jadoon	810146
World Bank Consultant	Dr. R.L. Davis	825671
Curriculum Wing		
Joint Educational Advisor	Abdullah Khadim Husain	853680
Federal Institution Wing		
Joint Educational Advisor	M. H. Abbasi	826352
Government Educational Institutions		
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Special Education	Col. Akran Khan	853608
Directorate, Education, Federal Government Schools		
Director General	Bashir Ahmad Malik	826767

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Academy of Education Planning and Management		
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Director (Primary & Training	Dr. Sarfraz Khawaja	853039
Allama Iqbal Open University		
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Chair, Dept. of Women Education	Dr. Perveen Khan	850224
British Project Team	Alec Fleming	855697
Director, Basic Functional	Mrs. Razia Abbas Education Programme	856042
Program Coordinator, Basic	Ikram Butt Functional Education Programme	856042
Materials Coordinator, Basic Functional Education Programme	Miss Nighat Bashir	856042
Literacy and Mass Education Commission (LAMEC)		
Chairman	Sultan Daood	811260
Secretary	Muzaffar Ali Qureshi	811260
Director of Implementation	Dr. Zafar Alam	822753 828707
District Project Manager, Rawalpindi	Arshad Saeed Khan	844993
National Education Council		
Executive Director	Dr. Mukhtiar Ahmad Bhatti	
Senior Staff	Prof. Mian Mohammad Afzal	
Senior Staff	Mahmood-Ul-Hassan Nadeem	
Senior Staff	Bilal Mohammad Hashmi	
Senior Staff	Mrs. Humala Khalid	
Senior Staff	Miss Shanaz Shireen	

PLANNING AND DEVELOPMENT MINISTRY

Minister	Mabub ul Haq	823368
Dy. Chairman Planning Commission	V. A. Jafarey	
Chief, Education Section	Mussarrat Ali Khan	824643

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Joint Secretary for Development	Bashir Ahmad	821255
MINISTRY OF FEDERAL TERRITORIES		
Deputy Secretary	Khumar Khan Masud	826580
Director-General, Federal	Brig. (Retd) B.A. Malik Directorate of Education	826767
Director	G.M. Shah	826688
OTHER		
United Nations Agencies		
UN Development Programme (UNDP)		
Resident Representitive	Bernardo Vunibobo	822070
UN High Commissioner for Refugees (UNHCR)		
Project Officer, Refugee	Peter Shoof Education & Training	826540
International Labor Organization (ILO)		
Senior Programme Officer	Mrs. Samina R. Hasan	854994
Population Programme Coordinator	Rafi-uz-Zaman	853919
UNICEF		
Senior Programming/Planning Officer	Daniel O'Dell	821643
UN Fund for Population Activities (UNFPA)		
Research Assistant	Ms. Zahreen Bajwa	811219
World Bank		
Resident Projects Advisor	Bashir Parvez	824715
Librarian	Syed Ghulam M. Gilani	821389

PERSONS INTERVIEWED

PUNJAB PROVINCE

ORGANIZATION/TITLE	PERSON	PHONE
EDUCATION DEPARTMENT		
Rawalpindi Municipal Corporation		
Mayor	Sheik Ghulam Hassan	72552
Chief Corporation Officer	Syed Zaheer Hassan	72529
Comprehensive Training Academy (CTA)		
Director	Ali Khan	821376
Federal Women's Division		
Director of Research	Dr. Sabeeha Hafeez	821894
APWA Secretary	Mrs. Bushra	856067
Additional Secretary	Rahmad Ali Khan	
Additional Secretary, Planning	Karamat Ali Khan	63198
Deputy Secretary for Educational Planning	Nisar Ahmad Quereshi	65870 219229
Deputy Director, Technical Education and Foreign Aid	Anwar ul Haque	219448 57581
Bureau of Education		
Chief	Gulzar Bhatti	
Assistant	Muhammad Zia ul Huq Farooz	
Assistant	Muhammad Asaf	
Directorate of Technical Education		
Joint Director	Shafgat Hussain Quershi	213552
Deputy Director	Kazi Mohammad Arif	213552
Director of Public Instruction (DPI)-Schools		
Director	Mian Muhammed Sharif	
Deputy District Education Officer	Mrs. M. Kazmi	311479
Additional Education Secretary - Establishments	Nasir Ahmad Chaudhai	69476
Deputy Secretary, Academic Education Department	Mian Muhammad Tufail	57582
Officer on Special Duty	Muhammad Ali Pir	65870, 219279

Punjab
Page 2

ORGANIZATION/TITLE	PERSON	PHONE
Lahore Division		
Director, Division of Education	Qamar-ud-nisa Shirazi	58515
Deputy Director (Administration)	Ch. Bashir Ahmad	56921
Lahore District		
Dist. Education Officer (Male)	Moha. Nazir Bhutta	
Dist. Education Officer (Male)	M. Nazir Bhutta	68555
Dist. Education Officer (Male)	M. Safdal Rana	
Dist. Education Officer (Female)	Mrs. Fehmida Nabeem	
Deputy Dist. Ed. Officer (Female)	Miss Ansar Munir	311479
Deputy Dist. Ed. Officer (Female)	Mrs. Asif	311479
Deputy Education Officer (Female)	Mrs. Shabir	311479
(DPI - Schools, Continued)		
Assistant Education Officer	Mrs. Aisha	311479
Assistant Education Officer	Mrs. Tahira Khan	
Asisstant Education Officer	Miss Nahid	
Assistant Education Officer	Mrs. Shakila	
Assistant Education Officer	Mrs. Saleerna Bhatt	
Sheikhupura District (Lahore)		
District Education Officer (Male)	Ch. Bashir Akhtar Sahi	
District Education Officer (Female)	Zakia Khalid Butt	
Deputy DEO - Hankana	Mrs. Tahida Munir	
Deputy DEO - Sheikhupura Tehsil	Mrs. T. Masaud	
Supervisor - Sheik. District	Miss Safia Bhatti	
Supervisor - Manawala	Rana Irshad	
Gujranwala Division		
Director	Sheikh Muhammad Mukhtar	83565
Assistant Director, Planning	Amir Ahmad Shah	80187
District Education Officer	Bashir Ahmad Vasir	82785
Assisstant Education Officer	Syed Mohd. Yousaf	
Rawalpindi Division		
Deputy Director	K. H. Zaidi	70375
Deputy Directress	Mrs. I. Karamat	70246
Assistant Director (Academic)	G. R. Malik	70375
Assistant Director (Planning)	Manzoor H. Bhatti	70246
Headmistress, Model School, Satellite	Miss Khadija Majid	841248
District Education Officer (Female)	Mrs. R. Zafar	843077
Divisional Girl Guide Organizer	Miss Qazi	

ORGANIZATION/TITLE	PERSON	PHONE
Education Extension Center		
Director	Mian Umar-ud-Din	851332
Deputy Director	Mrs. Z. A. Ali	
Curriculum Research and Development Center		
Director	Prof. Khalid Masood Qureshi	
Deputy Director	Noor Khan Shaheen Malik	
Deputy Director	Ali Shabber Najmi	
Deputy Director (Science)	Prof. Khadim Ali Hashmi	
Deputy Director (Biology)	Miss Gul-i-Yasmeen Qamar	
Subject Specialist	Muhammad Mustaba Hussain	
Research Associate	Mrs. Rashda Talmiz	
Research Associate	Mrs. Farhat Salim	
Research Associate	Mrs. Birjees Mirza	
Research Associate	Mrs. Naeema Iftikhar	
Primary Education Project (PEP) Implementation Unit		
Director	Syed Sajjad Hussain Naqui	
Deputy Director	S. Muhammad Nawab	
Research Officer	Khawja Gehboob Asghar	
Research Officer	Muhammad Zaki Rizvi	
Research Officer	Chandry Mohammad Sharif	
Research Officer	Mrs. Razia Ghafoor	
Punjab University		
Institute of Education and Research (IER)		
Director and Pro-Vice-Chancellor, Punjab University	Dr. Muneeruddin Chughtai	
Assoc. Professor, Head,	Dr. M. Iqbal Zafar Secondary Education Department	
Asst. Professor, Head,	Dr. Muneueor Minzai Primary Education Department	
Asst. Professor, Elementary	Dr. Mushtaq-ur-Rehman Education Department	
Asst. Professor, Primary Ed.	Dr. Ibrahim Khalid	854468
Librarian & Lecturer	Mian Nazir Ahmad	854468
Asst. Professor, in charge of	Muhammad Zafar Iqbal Science Education Centre	
Professor	Nasim Shaukat	
Assoc. Professor, (Retd)	Zubeda Z. Omer Primary Education	
Research Associate	Anwar Hussain	

ORGANIZATION/TITLE	PERSON	PHONE
Social Science Research Center		
Director	Mazhar Hussain	850826
Assistant Professor	Miss Ahmad	
Assistant Professor	Karamat Ali Khan	
Allama Iqbal Open University		
Regional Director	Ghulam Rasul Chaudhry	871928
Government Politechnic for Women		
Senior Instructor of Radio and TV Technicians	M. Gulzar Chaudhry	69645
LAMEC - Punjab		
Resident Director	G. M. Malik	440667

PLANNING AND DEVELOPMENT DEPARTMENT

Chief Economist	Bashir Ahmed	
Chief, Education and Health	M. Athar Tahir	65146
Personal Assistant to Chief,	Maqbool Ahmed Rana Education Division	

FINANCE DEPARTMENT

Secretary of Finance	C. M. Afzal	
Deputy Secretary	Zauqir Ahmed	

SOCIAL WELFARE DAPARTMENT

Special Duty Officer	Dr. Rifat Rashid	211648

RURAL/LOCAL GOVERNMENT DEPARTMENT

Director (Planning)	Jameel Murtza Hussain	56915
Deputy Dir. (Adult Education)	Miss Salima Ghani	410843

ORGANIZATION/TITLE	PERSON	PHONE
LABOR DEPARTMENT		
Directorate of Manpower & Training		
Director	Sadar Hidayatullah Khan Mokal 850152	
Joint Director (Tech. Training)	Mohammad Zahid	853363
Joint Director	A. G. Minhas	852920
Joint Director (Trade Testing,	Afzal Ahmed Monitoring and Evaluation)	853627
853362		
Joint Director (Staff Training	Bashir Alam Sheikh Institute)	880465
Principal, TTC, Gulbeg	Bashir Akhtar	871138
OTHER		
Lahore Municipal Corporation		
Education Officer	Muhammad Nawaz Waraich	53385
Asst. Education Officer	Kh. Azmat	53385
Adult Basic Education Society, Gujranwala		
Director	Vincent David	80448
Deputy Director, Community & Health Programme	David Aston	81642
General Manager & Deputy Dir.	Edwin C. Carlson	305867
Publications & Audio-Visual		305574

PERSONS INTERVIEWED

NORTHWEST FRONTIER PROVINCE

ORGANIZATION/TITLE	PERSON	PHONE
EDUCATION DEPARTMENT		
Secretary of Education	Prof. Rashid Ahmed	
Chief Planning Officer	Nisar A. Sethi	78249
Planning Officer	M. Ashraf	70583
Directorate of Education (Schools)		
Director, NWFP	Mohammad Idress Khan	74198
Deputy Director, NWFP	Syed Sarwar Shah	76595
Additional Directress, NWFP	R. A. Bhatti	74058
Peshawar Division		
Divisional Director	Shah Jehan Khan	63171
District Ed. Officer (Male)	Mazroof Salam	75084
District Ed. Officer (Female)	Johar Sultana	63108
Sub-Div. Ed. Officer (Female)	Nizakat Shaheen	
Sub-Div. Ed. Officer (Male)	Bahrullah Khan	
Asst. Sub-Div. Ed. Ofcr. (Female)	Sayeeda Khahda	
Asst. Sub-Div. Ed. Ofcr. (Female)	Binte Qasim	
Asst. Sub-Div. Ed. Ofcr. (Male)	Khan Said	
Asst. Sub-Div. Ed. Ofcr. (Male)	Sarfaraz Khan	
Asst. Sub-Div. Ed. Ofcr. (Male)	Saeed-ur-Raman	
Charsadda		
Asst. Sub-Div. Ed. Ofcr. (Male)	Yahya Gul	
Mardan District/Swabi Tehsil		
District Ed. Officer (Female)	Surriya Khanam	2006
District Ed. Officer (Male)	Gul Zaman	2006
Sub. Dist. Ed. Officer (Male)	Amir Sultan	282
Sub. Dist. Ed. Officer (Female)	Khalida Adib Khana	282
Headmistress, HS (Swabi)	Farida Asir	
Headmaster, HS (Swabi)	Khalid Shah	
Headmaster, HS (Beka)	Awab Dad	
Malakand Division		
Divisional Director of Education	Abu Saeed Bacha	4265
Dir District		
Deputy District Educatioan Officer	Mubarak Khan	906
Sub Divisional Officer	Anayat-ul-Haq	86

ORGANIZATION/TITLE	PERSON	PHONE
Headmaster Gov't. High School	Fasal-e-Naeem	994
Chief, District Council Temrigaram	Ghulam Habib	799
Hazara District		
District Education Ofcr. Kohistan	Jafer Sadig	15
D.I. Khan District		
Commissioner	Rostam Shah	
Sub Divisional Education Officer	Abdul Aziz	
Field Educational Officer, UNCHR South Waziristan	Mohammad Ashrif Wazir	
Political Agent, South Waziristan	Asif Shah	
Asst. Political Agent, S.W.	Sayed W. Shah	
Asst. Political Agent, Jamrud	Behram Khan	
MUST - Management Unit for Study And Training		
Director	S. Mahmood Shah	78184
Deputy Director	Sardar Muhammad	60518
Senior Research Officer	Mohammad Rafique Ishattak 78184	
Senior Research Officer, MIS	Wahab Ali Khan	78184
Computer Programmer	Mohammad Naseem Khan	79379
Research Officer (Training)	Mrs. Fatima Zuhra	75879
Research Officer	Anwar Khan Anwar	78184
Primary Education Project (PEP)		
Director	Prof. Abdul Salam	63680
Deputy Director	Saeed Fazle Qadir	
Deputy Director	Mian Muzaffar Shah	
Learning Coordinator	Abdur Rauf	
Learning Coordinator	Ishfaq Ahmad	
LAMEC - NWFP		
Resident Director (Literacy)	Prof. Syed Iftikhar Ali Shah	78151
Field Officer	Riaz Ahmad	78151
Mardan District		
District Project Manager	Mushtaz Ahmad	
Field Officer	Shahid Mahmood	
Asst. Field Officer - Female	Mrs. Abeeda Shahid	
Asst. Field Officer - Male	Zulfigar Ahmad	

ORGANIZATION/TITLE	PERSON	PHONE
LAHIEL		
Secretary/Program	M. S. Yousaf Ali Shah	
Directorate of Education (Colleges)		
College of Education for In-Service Education		
Principal	Abdul Qahar	
Government Agro-Technical Teacher Training Centre		
Principal	Mohammad Jalal	63830
College of Education for Elementary Education		
Principal	Sherim Jan	
FATA - Federally Administered Tribal Areas		
Director of Schools	Mohammad Mohsin	76026
Assistant Director, Adult Ed.	Miraj-ud-Din	76026
Bureau of Curriculum and Extension Center (Abbottabad)		
Director	Gauhar Rahman Abbasi	2632
PLANNING AND DEVELOPMENT DEPARTMENT		
Secretary of Planning and Development	Mohammad Azam Khan	70580 78273
Additional Secretary	Mohammad Azi	
Chief, Education and Health	Ibrahim Beg	78273
Asst. Chief, Education and Health	Mohammad Iqbal	
Additional Chief, Training and Development	Ghulam Dastagir	
Women's Coordination Cell	Dr. Barkat Awan	70334
University of Peshawar		
Vice Chancellor	A. Rashid Tahirkheli	41200
Senior Professor	Prof. Karam Elahi	
Chairman, Social Work Department	Fazle Hamid	

ORGANIZATION/TITLE	PERSON	PHONE
Institute of Education Research (IER)		
Faculty of Education		
Dean	Mian Mohammad Shah	
Professor	Muhammad Aslam	
Professor	Abd-ul-Khaliq	
Professor	Mufti Abdul Wadood	
Professor	Mian Bashir Ahmad	
Professor	Syed Abd-ul Ghaffar	
FINANCE DEPARTMENT		
Additional Secretary		
GOVERNMENT OF NWFP		
Home Secretary	Shamsher Ali Khan	78290
Assistant Director, Education	Miraj-ud-din	76026
Additional Chief Secretary		
Deputy Director, Department of Education	Sarwar Shah	
United Nations Agencies		
UNHCR Refugee Schools	Col. Afridi	41036
ILO, Consultant, Women's Income Generation in NWFP	Ms. Lynn Muller	74975
Peshawar Model School (Private)		
Principal	Miss Dur-e-Shahwar	73865
Pak-German BAS-ED		
Head of Project	Dr. Udo Bude	40989
Consultant	Habib ur Rahman	76038
Non Formal Ed. Coordinator	Manfred Wehrman	
All Pakistan Women's Association		
Executive Secretary	Mrs. A. R. Hassan	73663
Directorate of Social Welfare		
Head of Field Office, NWFP	Hakim Khan Afridi	72817

PERSONS INTERVIEWED

SIND PROVINCE

ORGANIZATION/TITLE	PERSON	PHONE
EDUCATION DEPARTMENT		
Minister	Akhtar Ali G. Kazi	
Secretary	S. Abbas Hussain Shah	
Additional Secretary	Obaidur Rehman	
Additional Secretary, Planning &	Syed Anwar Uddin	
Development and Director,		
Deputy Secretary, Planning &	Abdul Jalil	
Monitoring Cell	Development	
Chief Coordinator, Mosque Schools	Abdul Ghaffar Siddiqui	71458
Primary (PEDEP) Director	R. K. Zardari	23409
Directorate of Education - Schools		
Director	Saiyed Humail Ahmed Naqvi	720425
Deputy Director, Administration	Abdul Moeed Farooqui	720066
District Ed. Officer (Female)	Mrs. Shahjehan Hami	221064
District Ed. Officer (Female)	Mrs. Hamida Jakihen	
Sub-Divisional Ed. Officer	Shamin Bano Ismail	237629
Sub-Divisional Ed. Officer	Muhamad Zabeer	238125
Supervisor of Schools-Karachi	Miss Samina Sultana	
Divisional Directorate, Schools - Hyderabad		
Additional Director (Women)	Mrs. Mumtaz Mirza	36377
District Education Officer	Habib-Ullah Siddiqui	2254
District Education Officer	Atta Mohammad Memon	83263
District Education Officer	Mehruh Mirza	324
District Education Officer	Anwar Ahmad Zaie	2106
District Education Officer	Mustufa Raiput	569
Sub-Divisional Ed. Officer	Abubaker Baluch	27078
Supervisor	Mumtazuddin Siddiqui	27878
Supervisor	M. S. Zuberi	32188
Divisional Directorate, Schools - Hyderabad		
Sub Divisional Education Officer	Abdul Rauf Qureshi	158424
Directorate of Education Colleges	Prof. Athar Siddique	
Gov't Elementary College		
of Education (Men) Quasiamabad		
Principal	Abdul Majeed	410582
Gov't Elementary College		
of Education (Women) Quasiamabad		
	Principal	Mrs. Mumtaz

ORGANIZATION/TITLE	PERSON	PHONE
University of Karachi		
Registrar	Qasi Qadar	463435
Social Work Department	Mohammad Aslan Shah	468011
Director Language Research	Prof. Dr. (Emeritus) A. L. Siddiqui	463492
LAMEC - Sind		
Resident Director	Prof M.A. Sundrani	463830
PLANNING AND DEVELOPMENT DEPARTMENT		
Chief Economist	M. B. Abbasi	513337
Joint Chief Economist	Syed Azizuddin	513713
FINANCE DEPARTMENT		
Minister	Nazar Mohammad Shaikh	
SOCIAL WELFARE DEPARTMENT		
Director	Ms. Shireen Rehmatallah	512436
Deputy Director - Sikkur		83252
Asst. Director - Sikkur		85532
OTHER		
Karachi Municipal Corporation		
Director of Education	Mohammad Amin Chohan	210604
Deputy Director, Education	Syed Aziz Hameed	
Hyderabad Municipal Corporation		
Education Officer	Mohammad Idress Razvi	
Headmaster, High School	Hussain Abed Guddu	
Sukkur Municipal Corporation		
Sports Public Relations Officer	Nazeer Maleem	158420
Aga Khan Central Education Board		
Honorary Secretary	Asif B. Fancy	536695
Executive Officer	Nizar Nuraney	536693
Education Advisor	Abul Quasim Sheikh	536693

ORGANIZATION/TITLE	PERSON	PHONE
St. Patrick's Schools		
Auxiliary Bishop of Karachi	Bishop Anthony T. Lobo	512107
Consultant, School Learning	Sister (Dr.) Loretta Butler	0621-2317
Teachers Resource Center		
Directoress	Estella Jafri	
UNICEF		
Assistant Project Officer	Ms. Quratul Ain Bakhteani	531590
Social Organizer	Ms. Shamar Aziz	
Technical Advisor	Maqsood Alavi	510092
Sind Girls Guides Association		
Provincial Commissioner	Mrs. Moeena Hidayatallah	524206
Government Polytechnic Institute (Women)		
Principal	Mrs. Shahina Ansari	416305
Karachi Academy - Government Secondary (Boys)		
Principal	Mrs. M.B. Arshad	680454
Government Delhi Primary School (Extension)		
Headmistress	Miss Zora Zuwani	
Sind Small Industries Corporation		
Managing Director	Nayer Bari	723276
Deputy Director for Education	Saleh Mohamed Memon	722802
Pakistan College Teachers Association		
President (Sind)	Ms. Anita Ghulam Ali	532412
Non Governmental Organizations (NGO)		
NGO Coordinating Council for Population Welfare		
Chief Executive	Barkat Rizvi	446242
Chairperson	Mrs. Zeba Zubair	446242
Training - Evaluation	Miss Sajida Nasreen	446242
Program Officer	Miss Rafia Hakim	446242

ORGANIZATION/TITLE	PERSON	PHONE
Behbud (Women's Education)		
President	Badar Kalam	542660
Secretary	Surayya Moasood	532469
Chairperson/Literacy	Hameed J. Khawaja	437955
Literacy Council	Nasseen Azhar	444663
Literacy Council	Tahira Vahidy	542212
Shirkat Gah		
(Research/Women's Education)	Meher Marker	533482
Orangi Project (Slums)		
Director	Dr. Akhtar Hameed Khan	618628
Joint Director	A. H. Khan	618628
Joint Director - Education	Ahsan Hamid	618628
Joint Director - Health	Dr. Shamin Zainuddin Khan 618628	
All Pakistan Women's Association		
Executive Vice President		712991
Education	Begum Q. Aftab	
Vice Pres. Projects/Programs	Begum Zeba Zubair	
Association of Business/Professional and Agricultural Women		
National President	Ms. Shamein Kazmi	440640
Member	Ms. Sharifa Dagra	461326

PERSONS INTERVIEWED

BALUCHISTAN

ORGANIZATION/TITLE	PERSON	PHONE
Additional Chief Secretary	S. R. Poonigar	70401
EDUCATION DEPARTMENT		
Secretary	Shaukat Ali Khan	73905
Academic Section	Mohammad Anwar	78574
Planning and Development Section	Noor Ahmed Mirza	78575
Director of Education (Schools)	Rashid Ahmad	77852
Deputy Director, Educational	Malik Jaz Ahmad Planning	78538
Deputy Director, Administration	Abdul Fermid Khan	
District Education Officer	Anwar Ullah Siddiqi	78545
Deputy District Ed. Officer	Hifazat Khan	76359
Assistant Deputy DEO	Mohammad Akbar	78545
Principal, Model Residential	Syed Amiruddin "Public" School - Loralai	76742
Director of Education (Colleges)	Qazi Mohammad Iqbal	77846
Elementary College		
Principal	Khurshid Ahmad	78554
Teacher	Mahboob Hussain	78554
Teacher	Muhammad Saeed	78554
Government Degree College		
Principal	Mian Muhammad Siddique	
University of Baluchistan		
Vice Chancellor	Brig. Akbar Shah	75323
Registrar	Mohammad Anwar	70431
Chairman, Social Work Deptt.	Magrud H. Rizvi	78779
Director, Education College	Mohammad Iqbal Qazi	
Primary Education Development and Expansion Project (PEDEP)		
Director	Syed Mobeen Ahmad	77947
Learning Coordinator	Fateh Mohammad	78565

ORGANIZATION/TITLE	PERSON	PHONE
LAMEC - Baluchistan		
Resident Director	A.D. Bugti	79723
District Project Manager	M. Ishaque	74479
Field Officer	Jalal-Uddin Tareen	74479
PLANNING AND DEVELOPMENT MINISTRY		
Minister	Saifullah Khan Paracha	77060
Secretary	Abdul Raziq Khan	70466
Additional Secretary	Major Nadir Ali	71725
Chief, Education/Health	Mohd. Azam Kasi	70181
Chief, MNA/Senator	G. M. Marri	70180
USAID Consultant to P&D	Steven Shepley	72453
LOCAL GOVERNMENT/RURAL DEVELOPMENT DEPARTMENT		
Director	Nayyar Agha	75048
Deputy Director (Tech.)	M. Naseem Qadri	78558
SOCIAL WELFARE DEPARTMENT		
Director	Anwer Zaman Khan	79883
HOME AND TRIBAL AFFAIRS DEPARTMENT		
Secretary	Agha Aman Shah	70400
OTHER		
Turbat		
Commissioner	Sultan Mohammad Nasir	
Assistant Commissioner	Nayyar Mahmood	
UNICEF		
Program Officer	Farida Nosherwani	73195
Assistant Program Officer	Ms. Annette Noten	73195
Quetta District		
Assistant Commissioner III	Bashir Ahmed Raisani	
Assistant Commissioner, Rural Areas	Rai Ijaz Ali Zargham	

ORGANIZATION/TITLE	PERSON	PHONE
Headmistress	(Miss) Anwart Begum	77944
Textbook Board		
Chairman	M. Cardar Khan Baluch	72945
Secretary	Mohammad Akbar	71434
Provincial Assembly		
Member	Ms. Fazila Aliani	73473

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ANNEX D

ANNEX TO PART II, CHAPTER II

EDUCATIONAL POLICY AND PLANNING

D-II.1	Sixth Plan Strategy (Summary)
D-II.2	Selected Project Synopses for Educational Development
D-II.3	Prime Minister Junejo's Five-Point Program - 31 December, 1985

SIXTH PLAN STRATEGY (SUMMARY)

The Sixth Plan proposes an allocation of Rs. 19.85 billion in the Education Sector. This is considerably higher than the actual fifth plan allocation of Rs. 5.5 billion. With increased outlay for each sub-sector of education, the plan strategy is linked with the quantitative expansion at the primary level, and qualitative improvement at higher levels.

A : PRIMARY EDUCATION

In the primary sector, the major objective of universalization of primary education and the improvement of existing, educational facilities will be achieved by using the following strategic approaches:

(i) A specific development programme of primary education will be launched. This will be administered by the Federal Government for maintaining a high momentum for the expansion of primary education;

(ii) Mosques will be utilized to accommodate classes I—III of new schools and overcrowded existing schools;

(iii) Buildings will be provided to existing shelterless schools, and for classes—IV and V for those completing class—III from mosque schools;

(iv) Construction of buildings/sheds will be undertaken in urban areas to supplement the space available in the mosque for opening new schools;

(v) Mixed enrolment will be introduced in all new and existing schools in classes I—III;

(vi) Separate girls schools will be provided where mixed enrolments are not possible;

(vii) Two teachers (including the Imam) will be provided in each mosque school; one teacher each for classes IV and V, will be provided in the existing schools where only one or two teachers have been provided;

(viii) The curriculum will be simplified. The schools hours will be staggered to enable a larger number of children to stay in the school;

(ix) Only religious instructions and the skills of reading and writing will be emphasized in classes I—III. The teaching of full curriculum will be started from class—IV;

(x) In areas where population is scattered (e.g. settlements of less than 300 persons) innovations like mosque schools and mobile schools will be used for providing educational facilities;

(xi) Obstacles in the way of women education will be removed through motivation of the community especially the parents;

(xii) Private sector will be encouraged to participate in the development of primary education;

(xiii) The local bodies will be induced to share the responsibility for the development of educational facilities.

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B : SECONDARY EDUCATION

In Secondary Education, the strategic approaches will include the following:

(i) Provide educational facilities for additional enrolment of 1.0 million children in secondary schools and to ensure progressive increase in the level of universal education beyond class—V;

(ii) Equip a number of secondary schools for providing vocational education in one selected discipline corresponding to local needs;

(iii) Redesign the secondary curriculum to provide for a wide variety of options, and to enable the students to select subjects suited to their aptitude;

(iv) Strengthen science and mathematics education by providing laboratories. science apparatus, library books and qualified young men and women for studies leading to B.Sc. and B.Ed. degrees (on completion of studies they will be required to teach in high school, for 3 years);

(v) Expand secondary education facilities in the rural areas. This is to be achieved essentially by upgrading primary schools to middle schools, and by raising middle schools to high schools in rural areas;

(vi) Consolidate ongoing agrò-technical programme in 3000 middle schools and 200 high schools and introduce training in these subjects in 400 more middle and 100 high schools;

C : TEACHER TRAINING

A massive programme of teacher training is contemplated. This is to be achieved by the following strategic approaches:

(i) One hundred and twenty thousand primary and fifty thousand secondary school teachers will be trained in the existing training institutions;

(ii) Curriculum will be redesigned and crash refresher courses will be introduced;

(iii) Short intensive training programmes will be organized for the training of less qualified teachers in areas facing shortage of teachers with the required qualifications;

(iv) Teachers will be placed for training after recruitment. The training programme will include three periods of training of 5, 3 and 2 months duration. These teachers will be paid the initial salary of trained teachers from the first date of their appointment.

D: TECHNICAL EDUCATION

The Sixth Plan places emphasis on the development of training programmes for all categories of technical manpower. This objective is to be achieved by the following strategic approaches:

(i) Training programmes of the existing engineering and other technical institutions will be strengthened;

(ii) New institutions for increasing training capacity will be set up; 19 polytechnics and 10 monotechnics will be added (monotechnics in the rural areas);

(iii) A network of vocational institutes will be established in the country (278 trade schools);

(iv) Selected university departments will be encouraged to undertake programmes of study leading to

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M.Sc. degree. Adequate workshop, machinery, laboratory and library facilities will be provided for this purpose;

(v) M. Phil and Ph. D. programmes at the water resources management centre Lahore will be improved, and selected departments in other engineering universities will be developed into centres for advanced studies. The linkages of these centres will be developed with reputed foreign universities;

(vi) Ongoing projects (NWFP, University of Engineering and Khuzdar Engineering College) will be completed;

(vii) Intake capacity of B.Sc. Engineering course will be increased;

(viii) A new Engineering College will be set up in Punjab;

(ix) Programme of strengthening the polytechnics under the Asian Development Bank will be continued

E: HIGHER EDUCATION

The general strategy in higher education is to consolidate the existing educational facilities, to provide additional inputs for improving the quality of research, and to strengthen teaching of sciences. The following strategic approaches will be adopted for achieving the objectives :–

(a) *Intermediate level*

(i) A gradual integration of classes XI–XII with secondary education will be undertaken in a phased programme;

(ii) A number of steps which include improvement of laboratory and library facilities, and provision of visiting teachers will be initiated for the qualitative improvement of instruction;

(iii) A system of annual inspection will be introduced to ensure that appropriate standards are maintained;

(b) *Degree level*

(i) Growth of institutions which would impart only degree level education will be encouraged;

(ii) Higher admission criteria will be set through a system of admission tests;

(iii) Opening of private institutions at this level will be encouraged, and the institutions will be allowed freedom in matters of tuition fee;

(iv) Science laboratories and libraries will be improved;

(v) Facilities will be provided to teachers for improving qualifications and refreshing knowledge;

(vi) Services of expatriate Pakistanis will be made available as visiting professors.

(c) *Post-graduate education and research*

(i) Existing university campuses and facilities will be completed and improved at an accelerated pace;

(ii) No new university will be opened in the public sector;

3

(iii) Under-graduate programmes at universities will be discontinued;

(iv) A system of admission test and make-up courses for removing the deficiencies (assessed through the admission tests) will be introduced;

(v) Selected university departments will be developed into Centres of Advanced Studies (with physical facilities and faculty resources comparable to advanced countries);

(vi) A privately endowed university for science and technology will be established with complete freedom to determine contents and duration of courses of studies, admission criteria, salary and qualification of teachers, rate of tuition fee, etc. It shall have linkages with foreign universities and its physical facilities, teaching faculty, and quality of instruction and output shall be comparable to best institutions abroad;

(vii) Scholarships to talented students, particularly in scientific fields, will be awarded. To make higher education a privilege for the talented, special award of scholarships will be introduced for talented students from low income groups, covering the entire expenses which will be financed out of Zakat and Ushr funds;

(viii) The recurring expenditure of consumables for research and teaching will be provided from the development funds.

F : STRATEGIC APPROACHES IN OTHER RELATED AREAS

(a) *Scholarships*

(i) The scholarship schemes will be liberalized to enable all talented students to have full access to education;

(ii) A National Scholarship Coordination Committee headed by the Federal Education Secretary will be set up to provide guidelines to various agencies and to lay down the conditions of eligibility;

(iii) Exclusive scholarship programmes will be initiated for the children of families having limited income. Scholarships will be provided for all levels of education and financed through Zakat and Ushr funds;

(iv) A National Scholarship Foundation will be set up to administer scholarship funds to the tune of Rs. 1.0 billion during the 5 years period.

(b) *Mass Literacy Programme*

(i) About 15 million person of the age group 10–19 will be made literate;

(ii) Higher priority will be given to women in rural areas;

(iii) Functional literacy programmes will be delivered through a variety of media and methodology;

(iv) All students passing matriculation examination will be drafted to work for literacy programmes;

(v) Interested individuals, non-governmental organizations and local bodies will be actively involved,

(vi) After a specific cut off date, no illiterate will be employed in government offices, and facilities will be provided for the education of existing illiterate employees of the Government;

4

(vii) Non-conventional approaches will be used for launching literacy programmes.

(c) *Library Services*

(i) The on-going programme of the National Library will be completed, and further efforts will be made to set up a National Library of the scale which is comparable to best libraries elsewhere.

(d) *Educational Guidance and Placement Services*

(i) Necessary preparation will be made for establishing guidance services on an experimental basis (400 schools);

(ii) Placement services will be established in all universities.

(e) *Preparation, production, publication and supply of books*

(i) The Ministry of Education in consultation with the provinces will develop a plan for the writing of books, particularly the technical books.

(f) *Development of education in special areas*

(i) In Azad Jammu and Kashmir, a big programme at the secondary level will be launched to consolidate the gains of primary education. Participation rates at middle will be targetted at 65% for boys and 41% for girls. Good quality educational facilities will be developed for teaching upto class–XI and existing intermediate colleges will be improved. Facilities in six existing degree colleges will be consolidated with strong science teaching programmes. The project of AJK University will be completed;

(ii) In the Northern Areas, development of educational facilities will be accelerated. More emphasis will be placed on technical education (monotechnics, commercial and vocational schools will be provided). College education will be consolidated;

(iii) In Federally Administered Tribal Areas (FATA), accelerated expansion of enrolment at all educational levels will be undertaken. College level education, and technical education will be consolidated. Special provision will be made for expansion of facilities for girls education at primary and middle levels.

G : POLICY ISSUES

(i) The local bodies need be involved in the development of educational process;

(ii) Revision of user charges, especially in higher education, need serious consideration;

(iii) Private sector be allowed freedom in the development of educational institutions at all level.

H : PLAN ALLOCATION

		(Rupees in Billion)
(a)	Development (1983–88)	19.85
(b)	Existing recurring annual	31.90
(c)	Increase in recurring expenditure on account of implementation of the Plan (1983–88)	8.50
(d)	Total recurring cost during the Plan period; (b+c)	40.40
	Total development and recurring costs : (a+d)	60.25

I : FINAL WORD

The essence of the strategy outlined is to ensure spread of primary education, restructuring of higher education to improve its quality, and a desire to create a literate society with high level trained scientific and technical manpower.

5.

BENCHMARKS AND TARGETS

The following table indicates the benchmarks for 1982-83 and the targets to be achieved in the last year (1987-88) of the Sixth Plan (data based on Sixth Five Year Plan) :

Sub-sector	Unit		Benchmark (1982-83)[a]	Sixth Plan Target (1987-88)[b]
A : PRIMARY EDUCATION				
– Number of primary schools	Number		73,782 *	1,14,137 **
– Enrolment in classes I–V	(in 000)	T	6,754	12,354
		M	4,608	7,712
		F	2,146	4,624
– Participation rate	Percent	T	48	75
		M	63	90
		F	32	60
B : LITERACY				
– Special programme for adult literacy	(million)		–	15
– Literacy rate	Percent		27.2	50
C : SECONDARY EDUCATION				
– Number of middle schools	Number		6,402	10,209 +
– Enrolment in classes VI–VIII	(in 000)	T	1,713	2,508
		M	1,954	1,807
		F	459	701
– Participation rate in classes VI–VIII	Percent	T	26	31
		M	35	41
		F	14	19
– Number of high schools	Number		4,221	5,530
– Enrolment in classes IX–X	(in 000)	T	683	919
		M	500	651
		F	183	268
– Participation rate in classes IX–X	Percent	T	16	18
		M	21	24
		F	9	12

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[a] Last year of the Fifth Plan; [b] Last year of the Sixth Plan;

* Including 8,200 mosque schools, ** Including 40,000 mosque schools;

T= Total; M= Male; F= Female ,

[c] To be achieved by upgradation of 1073 middle schools;

6

Sub-Sector	Unit		Benchmark (1982-83)	Sixth Plan Target (1987-88)
– Enrolment in classes VI–X	(in 000)	T	2,396	3,427
		M	1,761	2,458
		F	635	969
– Participation rate in classes VI–X	Percent	T	21	26
		M	29	35
		F	12	16
C : TEACHER EDUCATION				
– Number of primary teacher training institutions	Number		71	71
– Training capacity of primary teacher training institutions	Number		21,000	21,000
– Number of institutions for training of secondary school teachers	Number		17	17
– Training capacity of secondary school teacher training institutions	Number		4,500	4,500
D : TECHNICAL EDUCATION				
– Engineering Universities	Number		4	4
– Engineering Colleges	Number		1	3
– Poly/mono-technics	Number		34 *	63 **
– Trade schools	Number		–	278
– Intake capacity of:				
(a) B.Sc. Engg. courses	Number		3,650	5,000
(b) Polytechnic/Mono-technics	Number		5,950	7,425
(c) Trade schools	Number		–	4,000
– Enrolment in B.Sc. Engg. classes	Number		12,800	15,500
– Enrolment in Diploma classes polytechnic/mono-technic	Number		17,320	20,950
– Enrolment in Trade schools	Number		–	4,000

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* Including 5 polytechnics for women and 6 mono-technics

** Including 12 polytechnics for women and 16 mono-technics

Sub-Sector	Unit	Benchmark (1982-83)	Sixth Plan target (1987-88)
– Annual output of:			
(i) Engineering graduates	Number	2,360	3,550
(ii) Diploma holders	Number	3,973	4,996
(iii) Certificate holders	Number	–	4,000
E : COLLEGE EDUCATION			
– Intermediate colleges	Number	236	324
– Degree colleges	Number	277	277
– Enrolment in classes XI–XII	(000's)	251	335
– Enrolment in classes XI–XIV	(000's)	80	90
– Number of general universities	Number	15	15
– Enrolment in general universities	Number	17,000	18,500

ANNEX D-II.2

Ministry of Education
Government of Pakistan
November, 1984

SELECTED PROJECT SYNOPSES FOR EDUCATIONAL DEVELOPMENT

1983-88

1. Rural Education And Development (READ)

2. Setting Up of Primary Schools At Union Council Level

3. Supply of Textbooks on Reduced Price to the Students of Classes 1-5

4. Primary Education Development and Expansion Project (PEDEP) (World Bank Sponsorship)

5. National Institute of Communication in Education (NICE)

6. Strengthening of the Academy of Eductional Planning And Management (AEPAM) in Islamabad

7. Establishment of 4,500 New Primary Schools For Girls

8. Improvement of existing Primary Schools: Two Room Accomodations in 1,600 Schools

9. Production of Primary Education Kit and Imparting Teacher Training

10. Upgradation/Establishment of One Primary Girls School to Middle School in Each Union Council

PROJECT SYNOPIS

1. **Project Title:** Rural Education and Development (READ)

2. **Statement of the Problem**

2.1 The present population of Pakistan is 93 million out of which 72% live in the rural areas. Literacy rate in rural areas is only 17.3% which is more pronounced in the case of rural females being only 7.3% as compared to rural males which is 26.2%.The population of Pakistan is increasing alarmingly at the rate of 3% annually but the irony of the development problem is that hardly 1.6% of GNP is spent yearly on the spread and expansion of education in the country.

2.2 The villages in Pakistan are characterized by low literacy, low productivity, traditional way of life and reluctance to accept innovations. The formal system of education and training is neither accessible to all nore it caters to the needs of poor rural masses. Therefore, there is an urgent need to introduce alternate methodologies to bring socio-economic changes in the rural masses through education and training. A combination of formal and non-formal systems of education offers one solution to the problem.

2.3 The project envisages to elevate the living conditions and earning potential of rural masses by employing education as a vehicle for rural development through establishment of a package of five components of formal and non-formal education systems:

i) Women Education Centres – to impart skill training to out-of-school female population of the village. Trades including dress making, knitting, poultry, vegetable gardening, child care centre etc.
ii) Adult Literacy Centre – for men and women community, viewing facilities will be provided in this centre.
iii) Mosque for children where there is no primary school.
iv) Mohallah school for girls – to impart literacy and elementary skills.
v) Village Workshop to impart skill training to out-of-school youth (males) in trades relevant to the area.

2.4 All this program would be supervised by a local committee (para 3.4).

3. **Project Objectives**

3.1 To organize and set up an integrated package of education components comprising *Women Education Centre, Village Workshop, Mohallah School, Mosque School and Community Viewing Centre* addressed to the needs of all segments of the community in 2000 villages which may include different indigenous skills, cooperatives, dissemination of information on nutrition, child care, personal hygiene & health and training in poultry, vegetable and dairy farming.

3.2 To develop effective teaching learning methods, including those of mass media, simulation games, peer group teaching, modular techniques and other non-formal education practices.

3.3 To establish non-formal institutions to alleviate the primary education demands of the rural population, suiting to their norms, values and beliefs. The project would on the one hand help in the efforts to universalize primary education through two components of the package of the project *(Mohallah school and Mosque school)* and on the other hand to provide training facilities to youth and adults to make them more productive, generate more income, increase productivity and absorb themselves in the socio-economic system of the country easily. The three components of the integrated education package namely *Women Education Centre*, the *Village Workshop* and the *Community Viewing Centre* would cater for three categories of the rural community namely out of school females, out of school youth and adults.

3.4 In order to supervise, manage and control the program in each village, an Education Committee constituted with the elected Councillor as its Chairman; three village elders nominated by the villagers as members; and teachers, resource persons working at the five centres as ex-officio members of the committee. A motivator is appointed from amongst the villagers actively involved in the social work of the village who is assigned the responsibilities to mobilize the villagers to participate in the above programme by sending their children and youth to the centres and attend the literacy program in the evening. To supervise the centres, an Educational Facilitator is appointed and is provided with a motor-cycle. He is assigned 10 villages. He submits weekly reports to the Project Director about each component. He is also responsible to bring work orders and raw-material from the market for the production at the Women Education Centres and Village Workshops. The labour charges on production of material are distributed among the facilitators, the trainees, the resource persons and the Village Education Committee.

4. Expected Results (Intermediate, at the end of the plan period)

4.1 A feasibility study on ways and means by which, at village and community level, potential resources from all sectors can be mobilized for primary education and literacy in an effective way through the participation of all population groups as well as the private and military sectors in the process of human resources development

Constraints: Demands for the expansion of primary education and non-formal literacy facilities are not made forcefully since the under privilaged persons, "adversely affected" by lack of education, are often not conscious of their deprivation. The creation of such a demand by a package of incentives (employment/income generating activities, fulfilment of basic human needs, improved quality/relevance of educational/training services) will need to change the "rational" resisting behaviour of villagers who see little benefit from school attendance for their children.

4.2 A tested "package" of program inputs (including basic literacy, skill development, utilization of health/nutrition services etc) to be provided in harmony through different institutional arrangements (workshops, cooperatives, women/community centres, mosques, unused capacity of Government schools at all levels) while utilizing a mixture of improved learning technologies (assistant teachers, mass media; reading materials; practical work/handicraft etc). Knowledge generated by the experimentation of package delivery regarding the feasibility for self financing of village education.

Constraints: the badly needed search for an optimum mix of scarce resources for education and skill development has not been decentralized to the provincial and district/local levels. For encouraging planners/administrators at the levels to take proper initiatives involving risk, new incentives will to be developed at federal level.

4.3 An organisational and management capacity for extension of the project beyond its pilot phase, based on principles of decentralization (union councils, tehsils, village committees for all new sectors involved in the programme (Open University, role of intermediate/high school students, etc).

Constraints: The existing knowledge base and training facilities which could support capacity building at district levels is almost all concentrated in Islamabad or in provincial institutions. To release part of these resources for READ may require an official decision.

5. **Main Activities: (in order of priority over time)**

5.1 *Mobilization,* selection of motivated villagers to become resource persons, motivators/facilitators through crash *training courses* and other incentives.

5.2 *Action-research* on the possible involvement in non-formal education and training by women education centres, village workshops (and their marketing potential), mosque/mohallah schools, cooperatives and other institutional arrangements at local levels.

5.3 *Establish:* and *staff* units at Provincial levels to assist in the design of learning packages and in the development of incentives and technologe-mixes for delivery of programs which are attractive enough to create a demand for non-formal and literacy programs from the village population.

5.4 *Material Support* to existing institutions to be involved in the program at village levels (e.g. pedagogical as well as non-pedagogical/workshop materials) as well as *management* support (e.g. cars, type-writers, stencil machines etc) to the Project Units at Provincial level and to the Village Education Committees (including provision of basic needs services such as health, nutrition, family welfare if and when required).

6. **Mechanisms and Strategy for Implementation**

6.1 No pre-determined mechanism "invented" at the central level is likely to be effective (see: IBRD supported primary education project). In view of this, the focus should be on a *strategy* of learning by doing:

1) implement the program in a number of selected villages
2) draw conclusions about local resources which can be mobilized and minimum incentives which will be required to create a demand;
3) proposals for management and structural/institutional implications at district, provincial and federal levels;
4) prepare a "blue print" for operational action with suggestions for resource allocation from Provincial and Federal development budgets;
5) develop a simple and flexible set of guidelines for build-in evaluation and rapid adjustment to changes in the community and/or plan implementation.

7. **Required Resource**

7.1 **National :** Expertise for training and action-research activities; basic needs services (health/nutrition); travel/stipends for training; office furniture; salaries for project personnel, village workshops/committee staff etc; cost of maintenance/repairs of transport and workshop facilities and of village schools; cost of fuel;

7.2 **International:** Expertise in program monitoring and evaluation (short-term consultancies); stipends for international/regional training and study tours; transport; minimum "kits" of workshop/gardening tools; pedagogical supplies; etc.

5.2 Identifacation of Evaluation consultant.

5.3 Distribution of that paper to provincial Textbook Boards according to their needs.

5.4 Identification of efficient & high quality printers in the provinces countrywide.

5.5 Repair/Renovation of printing machines at the cost of printers and not the textbook Boards.

5.6 Printing of Textbooks with improved quality but low in cost.

5.7 Distribution of books so as to make available subsidized and quality Textbooks to all the children specially in rural areas.

6. Mechanism and Strategy for Implementation and Evaluation

6.1 The primary objective of the project is to print text-books on quality paper at reduced cost and also make necessary arrangement for the distribution so the poor must accrue the benefit. All these functions have to be performed by Provincial Textbook Boards. These Boards have big establishments to undertake the job. The Curriculum Wing of the Ministry of Education may take the responsibility of evaluation of the project.

6.2 Through this scheme the Federal Government will pay to the Provincial Textbook Boards half of the cost of the total paper required to publish textbooks for classes I to V in a phased manner. The paper will be of a good quality preferably imported offset printing paper 70 GSM. The market price of such paper is estimated @ Rs. 16,000/- per metric tonne with 10% increase every year. The books will be supplied at subsidized rates to the students of classes I to V.

6.3 50% subsidy in the cost of paper for the textbooks will reduce the price of the books by about 40%. Thus the students will be able to purchase textbooks at 40% less price then the price had there been no susidy.

7. Required Resources by Component

(Rs. in million)

	Component	Total	FEC
1.	Cost of 13,075 metric tonnes of paper	180.300	180.30
2.	Storage and transportation charges	61.113	–
	Total:	241.413	180.30
	Say Rs.	240 million	

8. Project Budget

(Million Rs.)

	Component	Total	FEC
1.	Transport	6.725	–
2.	Tools & Equipment	6.207	–
3.	Poultry facilities	1.100	–
4.	Training	2.630	–
5.	Consultants	4.500	2.500
6.	Evaluation	0.200	–
	Total	88.925	2.5

Annual recurring expenditure after the completion of the project will be Rs. 46.00 Million per annum.

PROJECT SYNOPSIS

1. **Project Title:** Setting up of Model Primary Schools at Union Council level.

2. **Statement of the Problem**

2.1 Pakistan has a large concentration of rural population while urbanization is increasing at an accelerating rate. The rural population remains numerically (70%) dominant and is expected to remain so for next several decades. Keeping in view this problem, the Sixth Five Year Plan and the Action Plan have suggested pragmatic approach to concentrate more effects in the development of rural areas.

2.2 The poor quality of primary education in rural areas is a matter of concern. The time has come to begin imparting quality education at the primary level, and in the rural areas. This would have a healthy impact on the drop-out rate because the marginal quality of primary education has been one of the main factors responsible for loss of interest amongst the parents.

2.3 At present quality institutions exist in the urban areas only. The Action Plan seeks to change this scenario, beginning with primary school. The concept of *spatial planning* has been introduced to equitable geographic dispersal of these institutions. This is why the criterion of one school in each Union Council has been adopted.

2.4 Each Model School would have:

i) Five class rooms for five classes with simple furniture.
ii) Five teachers for five classes including Headmaster.
iii) Headmaster room, which should also store teaching kit, and books.

2.5 In each Union Council a primary school with largest enrolment will be converted into a model school by bringing it at the above level (para 2.4).

3. **Project Objectives**

3.1 To improve 4,000 model primary schools (one in each Union Council) in qualitative and quantitative terms with reference to the guide-lines provided in the Action Plan. These schools will serve as model for other schools in rural areas.

3.2 To provide basic physical facilities to schools as well as improve learning environment of teachers and taught.

3.3 To make schools attractive and useful enough so as to attract increased enrolment and better retention.

3.4 To change the attitude of parents towards education and motivate them about the usefulness of education for their children.

3.5 To make education functional and activity based.

3.6 To decrease student-teacher ratio.

4. Expected Results

4.1 Through better quality of education and physical facilities, the existing drop-out rate of 50% will be minimized to a considerable extent.

4.2 The parent & other members of the community will develop confidence in the school system and thereby provide needed support.

5. Main Activities

5.1 Identify the primary schools with largest enrolment in each Union Council for conversion to middle school.

5.2 On the basis of 5.1 the District Education Officer concerned will develop a consolidated list of such schools and develop a project for seeking approval of the concerned agencies of the Government.

5.3 Allocation of required funds for the project by the Government for implementation of various components, i.e. construction of additional rooms, supply of equipment and books, etc.

6. Mechanism and Strategy for Implementation

6.1 The overall monitoring of the project will be done by the Provincial Education Departments. They will determine the mode of execution of construction work i.e. either through the Provincial Works Department or the District Council concerned.

6.2 Once the construction work is completed, and the project becomes operational, it has to be evaluated after two-three years whether the objectives set forth in the project are being achieved. This evaluation would be organized by the Provincial Governments.

6.3 On the basis of the evaluation outcome the concept of the model school will be modified, if necessary, for wider application.

7. Project Budget

Cost on the development of one school is given below:

	Item		Expenditure
i)	Building @ Rs. 50,000/- per room (25' x 20') @ Rs. 100/- per S. Ft.	Rs.	200,000
ii)	Furniture	"	20,000
iii)	Equipment	"	20,000
iv)	Books & Journals	"	5,000
v)	Miscellaneous	"	10,000
	Total:–	Rs.	255,000

Cost of 4,000 schools is as follows:

(Rs. in million)

	Component	Total	FEC
1.	Building	800	800
2.	Furniture	80	80
3.	Equipment	80	80
4.	Books & Journals	20	20
5.	Misc.	10	10
	Total:	1020	1020

Note:— Annual Recurring Expenditure: Rs. 851.20 million and the land will be provided by the Government.

PROJECT SYNOPSIS

1. **Project Title:** Supply of Text books on reduced price to the Students of Classes 1 to 5.

2. **Statement of Problem**

2.1 The poor performance of our educational system at primary level specially in rural areas, is a matter of great concern for educational planners. The poverty factor has been identified as the most important impediment to achieve our objectives of Universalization of Primary Education.

2.2 Most of the parents in rural areas have large families with an average of six children to a family. Within the limited available financial resources the parents are not inclined to send their children to schools.

2.3 In villages a child who goes to school is generally considered by rural parents as a liability because he is neither supplementing his father's income by helping him in the field nor does he earn anything (in immediate financial terms) from school. Instead parents have to spend money on uniform, books, Stationery etc. The text books are the most important component of learning in our system but the quality of text books printed is very low and the prices are not within the reach of the purchasing power of the parents.

3. **Project Objectives**

3.1 To bring qualitative and quantitative improvement of Education in Primary sector.

3.2 To provide textbooks to 9 million primary school children at reduced cost.

3.3 To inculcate habit of reading among the children at primary level in the schools.

3.4 To provide opportunities to children so as to develop an attitude of reading at home.

3.5 To provide direction to primary school children that learning process goes on in as well as out of school.

4. **Expected Results**

4.1 The quantity of text-books will be improved.

4.2 The subsidized rate of each textbook will be 40% less than the regular price. This will provide incentive to the parents.

4.3 The financial burden of parents will be lessened.

4.4 School becomes better equipped place for students because teacher will teach effectively.

4.5 Improved Reading Skills.

4.6 The enrolment will increase and the rate of drop-out also decrease.

4.7 Better and improved literacy ratio specially in rural areas.

5. **Main Activities**

5.1 Acquisition of better quality paper.

5.2 Identifacation of Evaluation consultant.

5.3 Distribution of that paper to provincial Textbook Boards according to their needs.

5.4 Identification of efficient & high quality printers in the provinces countrywide.

5.5 Repair/Renovation of printing machines at the cost of printers and not the textbook Boards.

5.6 Printing of Textbooks with improved quality but low in cost.

5.7 Distribution of books so as to make available subsidized and quality Textbooks to all the children specially in rural areas.

6. Mechanism and Strategy for Implementation and Evaluation

6.1 The primary objective of the project is to print text-books on quality paper at reduced cost and also make necessary arrangement for the distribution so the poor must accrue the benefit. All these functions have to be performed by Provincial Textbook Boards. These Boards have big establishments to undertake the job. The Curriculum Wing of the Ministry of Education may take the responsibility of evaluation of the project.

6.2 Through this scheme the Federal Government will pay to the Provincial Textbook Boards half of the cost of the total paper required to publish textbooks for classes I to V in a phased manner. The paper will be of a good quality preferably imported offset printing paper ,70 GSM. The market price of such paper is estimated @ Rs. 16,000/- per metric tonne with 10% increase every year. The books will be supplied at subsidized rates to the students of classes I to V.

6.3 50% subsidy in the cost of paper for the textbooks will reduce the price of the books by about 40%. Thus the students will be able to purchase textbooks at 40% less price then the price had there been no susidy.

7. Required Resources by Component

(Rs. in million)

	Component	Total	FEC
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2.	Storage and transportation charges	61.113	–
	Total:	241.413	180.30
	Say Rs.	240 million	

PROJECT SYNOPSIS

1. **Project Title:** Primary Education Development and Expansion Project

2. **Statement of the Problem**

2.1 In the past our attention remained focussed mainly on higher education in utter disregard of Primary Education, so much so that funds allocated for the sub-sector of Primary Education in the Five Year Plans used to be transferred to the sub-sector of higher education, with the result, that while education continued growing at the top, it became stunted at the base. No wonder in the 5th Five Year Plan Period enrolment rate at Primary level declined from about 54% to about 48%.

2.2 The five year experimental project known as PEP or the Primary Education Project (1979–84) came in time to arrest this tendency of decline in primary education. The PEP experiment has been successful and we have learnt that if we want to make head way in Primary Education we must derive our inspiration from PEP experiment.

2.3 National Education Policy has tried to rectify the anomalous position of Primary vis a vis Higher Education. It contains the important policy decision that funds provided or earmarked for Primary Education can not be transferred to any other tier or sub sector of Education.

2.4 "The Sixth Five Year Plan approaches Primary Education with earnestness and urgency it has always deserved but never received. Universal Primary Education will be instituted within the Plan period. All boys of the relevant age group will be put into class I in the middle years of the Plan and all the girls by the terminal year (1977–88)".

2.5 In the Sixth Plan financial allocation to the tune of Rs. 6460 million has been made which is about 300% more than the allocation made in the Fifth Five Year Plan.

3. **Project Objectives**

Over the short term, within the project life, the project would aim to:–

3.1 Improve grade 1 participation rates and reduce drop-outs especially in rural communities;

3.2 Improve teacher effectiveness;

3.3 Find low cost solutions for achieving these objectives;

3.4 Institutionalise project activities within the existing structure of Government.

4. **Expected Results**

4.1 Increased enrolment particiularly of girls in rural areas at Primary stage leading to universalization of Primary Education. In 29 Districts wastage, dropout and repetitions will be reduced at primary stage.

4.2 Recurrent costs will be reduced.

4.3 Quality of education will be improved through pre– and in-service training of teachers and of the supervising staff.

4.4 Innovative supervisory structure will be amalgamated into the normal structure of the education system.

5. Main Activities

5.1 Identification of 29 Districts in 4 Provinces of the country where the project has to be implemented.

5.2 Appointment of project personnel and implementation machinery at Federal and Provincial levels.

5.3 Identification of project schools to be provided with project inputs, i.e. building, furniture, equipment and books.

5.4 Training of project personnel espeically for teachers and supervisors.

5.5 Identification of International/National consultants.

5.6 Development of instructional materials and learning modules related to supervision, in service training, teachers performance and children's competencies.

5.7 Development of data collection storage and retrieval system to ensure the effective management of the project.

5.8 Promote Development Support Communication at the District level to assist a dialogue with the Communities about the aims objectives and achievement of the Project.

5.9 Development of Community Support for Primary Schools.

6. Mechanism and Strategy for Implementation and Evaluation

The project will be implemented through (i) the Federal Implementation Unit and (ii) the Provincial Implementation Units in the four Provinces. Each Provincial Unit will be headed by a Project Director, who will have necessary staff. In the field, District Elementary Education Officers (DEEO's) either in place or apart from the present District Education Officers, at the District level, whereas Sub-Divisional Elementary Education Officers (SDEO's) at the Sub-Divisional level, will supervise, the staff of the project below them. In each pair of Union Council there will be one male learning coordinator and one female learning coordinator.

7. Project Budget

(Please see page 12)

GOVERNMENT OF PAKISTAN AND WORLD BANK CONTRIBUTION

(In Millions of Rs.)

No.	Input	Total Cost	World Bank Percentage	Government of Pakistan Share	World Bank Share
A.	Physical Facilities				
	a) Cost	200.0	50%	100.0	100.0
	b) School Supplies (Equipment, books etc).	100.0	25%	75.0	25.0
B.	Strengthened Supervision				
	a) Staffing	188.0	90%	18.8	169.2
	b) Supplies (Transport)	75.0	90%	7.5	67.5
	c) Per Diem	35.0	90%	3.50	31.50
C.	Staff Development				
	a) Material	50.0	100%	–	50.0
	b) Workshops	5.0	100%	–	5.0
	c) Recurrent In-service	150.0	100%	–	150.0
	d) Fellowships	5.0	100%	–	5.0
D.	Implementation Machinery				
	a) Staffing	180.5	25%	135.37	45.13
	b) Supplies (Equipment)	24.3	25%	6.08	18.22
	c) Technical Assistance	7.2	100%	–	7.2
	Total:			346.25	673.75

PROJECT SYNOPSIS

1. **Project Title:** National Institute of Communication in Education

2. **Statement of the Problem**

2.1 The pace at which communication technology is advancing in the world is phenominal and the requirements of matching software is placing much greater demands on the communicators. Even in the developed world where the production of communication software has acquired the status of an industry, the pinch of shortage both of the expertise and materials is being felt. Thus important as it is, the question of communication in education must find its place in the core of our educational planning and be regarded as a potent factor for effective, integrated and coordinated use of communication technology in the totality of the educational systems of Pakistan.

2.2 There is a growing realisation that inadequate attention has been given to reaching the rural people of Pakistan with educational content designed to produce behavioural changes that would increase their productivity, income, health and quality of life. The area of adult education has received little attention because of the educationists' over-emphasis on 'Literacy first' preoccupation. No doubt literacy is a crucial factor in the development process but it is also a long drawn out exercise. The immediate requirement for a country like Pakistan is to concentrate simultaneously on development communication alongwith a concerted literacy campaign.

2.3 The failure of the present use of communication media in bringing about behavioural changes towards development is mainly due to the following factors:—

1) Spreading out thinly the limited communication expertise in different pockets attached with nation-building ministries.
2) Lack of coordination among the ministries and different projects inputs within the same Ministry.
3) Lack of properly designed content oriented development messages.
4) Limited training of Information Officers confined only to publicity and public relations work.
5) Lack of intensity of efforts and exclusivity of focus in the development messages.
6) Single media approach.
7) Entertainment oriented mass media.
8) Limitations on regional programming on the national hook up.
9) Development communication as an integral part of development projects.

2.4 NICE would be the first institution of its kind in Pakistan which would promote expertise in Development education. Modern communication techniques would be used to design and develop campaign oriented strategies to promote development, particularly in the rural areas.

2.5 National Institute of Communication in Education would concentrate its efforts on Rural Education, Mass Education, Civic Education, Religious Education and will supplement the formal system of education. With the ultimate objective of imparting education, various communication strategies, techniques would be developed to supplement the development efforts in the country.

2.6 This Project has a very close relationship with and in fact supplements the efforts envisaged in the Education Policy embodied in the massive emphasis laid on Mass literacy and non-formal education reflected in the Sixth 5 year Plan.

3. Project Objectives

3.1 To develop, produce, distribute and evaluate:-

- Self learning packages for both the non-formal systems of education.
- Religious education programmes for Pakistanis abroad.
- Enrichment programmes for the formal system.

3.2 To develop communication strategies and to produce campaign oriented public education programmes on literacy, Health & Nutrition, Agriculture, Population Planning, Rural Development.

3.3 To develop and produce inter-personal communication packages.

3.4 To develop and produce learning material for the neo-literates.

3.5 To promote inter-university lecture exchange programmes through the effective utilization of media.

3.6. To promote an increased awareness of the contribution of science and technology to the quality of life in society today.

3.7 To assist in the improvement of the quality of textbooks practicularly the diagrams, illustrations, graphs, pictures etc.

4. Expected Results

4.1 Development of Effective Education Model in relation to rural Development.

4.2 Strengthening programmes of rural development which relates to education, Health, Technical competencies, skills and rural leadership.

4.3 Developing attitudes and enthusiasm for experimentation in rural areas.

4.4 Developing positive attitude and greater interest on the part of villagers towards rural schools.

4.5 Community becomes enriched both socially and economically with improved Educational programmes.

4.6 Developing Functional and effective relationship between educational Institutions and community.

5. Main Activities

5.1 Constitution of a National Advisory Committee to carry out a need assessment survey for the Development of rural areas in different Provinces.

5.2 Collaboration of different departments/Divisions/Ministries to develop an inter-disciplinary approach to undertake the project.

5.3 Identification of subjects to be included in the development of self learning packages.

5.4 Acquire land, construct, equip and furnish the building to be known as NICE Head quarter.

5.5 Development, Printing and dissemination of learning packages to the rural people.

5.6 Setting up of Tehsil/District center to develop linkages between Educational programmes and the community.

5.7 Establishment of close linkages with the participants through the Tehsil/District centers.

6. Mechanism and Strategy for Implementation and Evaluation

6.1 The project will be implemented through the Federal Implementation Unit and the District Education Committees. Each DEC will be headed by the District Education Officer. All the educational material will be disseminated through that office. This material will be provided on non-commercial and no profit/no loss basis.

6.2 The Ministry of Education shall undertake the evaluation of NICE for prognostic purposes through institutions/facilities as may be available for the purpose.

7. Project Budget

(Million Rs.)

	Component	Total	FEC
1.	Building	20.511	4.640
2.	Furniture	1.840	–
3.	Equipment	5.000	5.000
4.	Consultancies	3.000	3.000
5.	Fellowships	1.000	1.000
6.	Salaries & allowances	11.976	–
7.	Telephones & contegencies	3.024	–
8.	Escalation charges at the @ of 10%	4.635	1.364
		50.986	15.004

PROJECT SYNOPSIS

1. **Project Title:** Strengthening the Academy of Educational Planning and Management in Islamabad.

2. **Statement of the Problem**

2.1 The state of education in Pakistan at all levels is a matter of conern. Standards of education at school and higher levels are disappointingly low. The slow progress in the improvement of standards of education both in qualitative and quantitative terms has partly emanated from the inadequate allocation of resources but more from the absence of a suitable machinery for planning, management, and supervision. In order to improve this deficiency, a Burea of Educational Planning and Management was established in the Ministry of Education a decade ago. This Bureau rendered some useful services by undertaking training programmes and carrying out research studies in collaboration with international agencies.

2.2 In 1978 when the National Education Policy was promulgated, the aspects of educational planning, management and supervision were re-emphasized:

"i) The Federal Ministry of Education and the Provincial Departments of Education will be re-organized in order to cope with the expanding requirements and incorporating the modern techniques of educational supervision and management.

ii) The existing infrastructure for the planning and implementation in the Provincial Education Departments will be strengthened to ensure effective planning and implementation of the policy."

2.3 In pursuance of these policy decisions, the Ministry of Education established the Academy of Educational Planning and Management as an autonomous body. AEPAM is concerned essentially with training, research, evaluation and dissemination in the field of educational planning and administration. AEPAM priorities for the period of Development Plan have been set as under:

1) Training of personnel who are either promoted or appointed to posts of planning and administrative responsibilities through 3 months courses (3 MC).

2) General training in the form of short in-service courses, workshops, seminars (10–15 days each) for specified categories of staff in the education system.

3) Establishment of Educational Management Information Services, in order to take measures and strengthen provincial capacities in EMIS with respect to data needs, collection, storage, processing and effective reporting.

4. Research: Conducting and contracting research projects to various organizations and persons of repute in Pakistan.

It is essential that Academy of Educational Planning and Management shall be strengthened.

3. **Project Objectives**

3.1 To identify, develop and evaluate various projects based on modern planning and management planning techniques.

3.2 To collect and consolidate educational statistics and information.

3.3 To develop training modules for the grass root planners and administrators.

3.4 To provide in-service training to the planners and administrators so as to enhance their capabilities.

3.5 To impart pre-service training to those educationists who are being considered for appointment as educational administrators and planners at various levels.

3.6 Specialised training programs in the area of computers and data processing for educational planners and administrators.

3.7 To develop liaison with the trainees for monitoring their performance and providing feedback for the improvement of the training programs.

3.8 To contract and carry out action oriented research studies in order to facilitate the effective implementation of the Action Plan.

3.9 To organize conferences, seminars and workshops on important themes of educational planning and management.

3.10 To provide expert advisory services to the Provincial Education Departments and other institutions in the country if required.

4. **Expected Results**

4.1 Planners and administrators trained in educational planning and equipped with modern techniques applicable in educational management through a 3 months course.

4.2 Opportunities made available for training through six short course/year to educational planners & managers (25 trainees per course).

4.3 Training modules developed for grass root planners in the country.

4.4 Specialized training courses in MIS & computers made available

4.5 Action oriented research undertaken in problems affecting education development in the country.

4.6 Guidelines developed for education policy & plans.

4.7 Identification and development of projects on scientific basis.

4.8 Expert advisory services in educational planning and management made available.

4.9 Education MIS development services made available.

5. **Main Activities**

5.1 Assessment of training needs at all levels of education in the country.

5.2 Development of training materials based on 5.1 above.

5.3 Establishment of linkages with national agencies such as PIDE, Planning & Development Departments and other agencies.

5.4 Establishment of linkages with international agencies, i.e. IIEP Paris, NIEPA New Delhi, OISE, IIE Stockholm, KEDI Seoul and MESTI Kualalumpur etc.

5.5 Action research studies.

5.6 Formulation of recommendations for educational plans and policies.

5.7 Staff development through international fellowships.

5.8 Acquisition of hardware for computerized Education MIS.

5.9 International consultants.

6. Mechanism and Strategy for Implementation

The Academy have already implemented a UNDP project and for the current proposal a detailed project document will be worked out in consultation with the donor agency. D. G. of the Academy will be responsible for implementation of the project.

7. Project Budget

(Rs. in million)

	Component		Total	FEC
1.	International consultants	48 mm	4.032	Rs. 4.032
2.	National Consultants	34 mm	1.120	Rs. 1.120
3.	International Fellowships	60 mm	1.680	Rs. 1.680
4.	Equipment: Minipress, copiers, micro-computers, vehicles etc.		7,000	Rs. 7.000
5.	Books & journals		0.140	Rs. 0.140
6.	International linkages		1.400	Rs. 1.400
7.	Improvement & expansion scheme of AEPAM (Hostel building furniture & equipment)		2.300	–
8.	Establishment of EMIS		1.500	–
	Total		19.172	15.372

PROJECT SYNOPSIS

1. **Project Title:** Establishment of 4500 New Primary Schools for girls.

2. **Statement of Problems**

2.1 Primary Education has suffered greatly in rural areas specially for females as is demonstrated from the following table.

LITERACY RATE (%)

	Pakistan		Punjab		Sind		NWFP		Baluchistan	
	R	U	R	U	R	U	R	U	R	U
Total	14.8	43.4	17.3	43.1	12.7	46.8	10.9	32.1	4.4	29.9
Male	23.1	51.5	26.4	51.8	20.5	53.9	18.7	42.8	7.3	37.7
Female	5.5	33.7	7.4	33.2	3.4	38.3	[illegible]	18.8	0.8	14.3

2.2 Lack of schools and class room facilities is a serious problem at primary level but it is acute specially for girls schools in the rural areas.

2.3 More than 50% of our population consists of females but their overall literacy rate in rural areas is 5.5% and in Baluchistan it is no more than 0.8%. Ideally the number of girls schools ought to be the same as that of boys. However at present, there is one girl's school for two boys schools. Boys & Girl's schools are in the ratio of 66:33. This inequality as regards opportunities for Education between the sexes is creating social problems of its own nature. Under the present policy document emphasis has been laid down as to establish 45000 Primary School by the end of 1988.

3. **Project Objectives**

3.1 The project intends to strengthen the Education system at primary level with an emphasis on female education. The improvement of education in coverage and quality will be achieved through the following objectives.

i) To enhance female literacy rate by providing new girls schools with minimum physical facilities and trained teachers.

ii) To provide better learning environment so as to make the school attractive enough for student to complete five years cycle of primary schools.

iii) To provide school buildings in rural areas which help and change the attitude of parents to send their daughters to schools.

iv) To provide basis to achieve the objectives of 6th five year plan in terms of Universalization of Education at Primary level.

v) To broaden the base of secondary Education by providing increased number of primary school graduates specially females.

vi) To bring education at the door steps of ordinary people.

vii) To lessen the imbalances between Rural & Urban and Male & Female Education.

4. Expected Results

4.1 The immediate and more visible out come will be the construction of 4500 new girls primary schools but the long term and very important results will be as follows.

- a) Higher percentage of Female literacy ratio in rural areas.
- b) Increased participation rate for females at primary level.
- c) More balanced and harmonious development of the Pakistani society by enhanced Educational opportunities.
- d) Conducive atmosphere for better return on investment made in the sector of primary education.

5. Main Activities

5.1 Identify specific places/villages where the new primary schools will be located.

5.2 Acquisition of land to built or develop schools.

5.3 Construction of new schools & renovation/extention/development of existing ones.

5.4 Supply of furniture and equipment to the school buildings.

5.5 Appointment of personnel, which includes supervisors, Head teachers and teachers for schools.

6. Required Resources by Component

(without the cost of land) *(Rs. in Millions)*

	Item	Cost
i)	Building	1350.00
ii)	Furniture	90.00
iii)	Equipment	90.00
iv)	Books & Journals	22.50
v)	Miscellaneous	45.00
vi)	Escalation @ 15%	191.70
	Total:	1789.20

Staff

		Per month	Per Year
A)	Salaries & allowances of 4950 personnel in NPS 11, @ Rs. 840/PM. person	50.24	602.88
B)	Salaries & allowances of 22,500 Personnel in NPS 7 @ Rs 840/PM. Per Person	18.90	262.80
C)	Salaries & allowances of 4500 Personnel in NPS 1 @ Rs. 638/PM. Per Person	2.87	34 45
	Total:	72.01	900.13

PROJECT SYNOPSIS

1. **Project Title:** Improvement of Existing Primary Schools: Provision of 2 rooms accommodation in 1600 schools.

2. **Statement of the Problem**

2.1 There are about 11.5 million school-going age children at primary level. Only 6 million have an access to school and the remaining 50% do not have any school buildings available to them.

2.2 In very few cases schools are available but there are not enough class rooms in the school that can accommodate primary school children. As primary education is the birth right of every child and literacy is the *since qua non* for any kind of development, some strategy needs to be adopted to create access to school for all the children as early as possible.

2.3 Nearly one third of primary schools in urban areas are over crowded. The space norms imply 12 sq. ft. covered for a child. In most of the schools it is as small as 5 sq. ft.

2.4 In rural areas the number of class rooms in each school are not enough (should be one class room for each grade) and two or more grades share one class room.

2.5 The Sixth Five Year Plan provides a sum of seven billion rupees for the development of education facilities at the primary level. This program forms an important component of the primary education package.

3. **Project Objectives**

3.1 To provide sufficient physical facilities in schools in rural and urban areas.

3.2 To provide access of primary education to at least 75% children of school going age.

3.3 To decrease over crowding in the schools of urban areas.

3.4 To help in the reduction of drop-out at primary level.

3.5 To enhance literacy rate to 48% by 1988.

4. **Expected Results**

4.1 Minimise the number of shelterless schools for primary education.

4.2 Over-crodwing in the class rooms eliminated in urban and rural areas.

4.3 Improved literacy in rural areas.

4.4 Creating conditions for a better return on investment made in the sub-sector of primary education.

4.5 Imbalance of opportunities between rural and urban areas minized.

4.6 Drop-outs reduced at primary level.

5. **Main Activities**

   5.1 Identification of schools where additional rooms will be aided.

   5.2 Construction of class rooms under the supervision of DEO.

   5.3 To provide necessary furniture and equipment.

6. **Project Budget**

(Rs. in million)

	Item	Cost
i)	Building @ Rs. 50 thousand/room	1,600
ii)	Furniture & Equipment	80
	Total:	1,680

PROJECT SYNOPSIS

1. **Project Title:** Production of Primary Education Kit and Imparting Teacher Training

2. **Statement of Problem**

2.1 The traditional notion of the development of instructional material was mostly confined to textbooks and charts. The Curriculum revision and the availability of new teaching methodologies had made it necessary that instructions should be imparted not only to teach but to create learning environments for teacher and taught. The learning process should be activity based and should accelerate child's thinking. This new approach to learning can be promoted through teaching kit.

2.2 A teaching kit was developed by the Educational Equipment Technical Assistance Centre, Lahore under the Supervision of the Ministry of Education. This project was partially funded by UNICEF. The kit contained 101 items and covered all the subjects of primary schools alongwith a guide book to facilitate the teacher to use the kit more effectively. Apparently the kit seemed quite useful and 59,683 kits were supplied to schools all over Pakistan.

2.3 Most of the teachers did not feel conversant with the kit during lesson preparation & presentation because of lack of training to handle it effectively. It is therefore planned to produce a teaching kit and train the teachers so that they can use the kit for lesson preparation and presentation. Provision will also be made to replenish the broken items and regularly replace consumable items.

3. **Project Objectives**

3.1 To develop a teaching kit which has more relevance to curriculum and learning needs of students, based on the outcome of the evaluation of the existing kit.

3.2 To involve the teacher in the use and production of low cost or no cost learning material.

3.3 To emphasize on concepts, through kit, in place of traditional stress on rote learning and bare facts.

3.4 To motivate the child with the help of models & toys of the kit toward continued learning.

4. **Expected Results**

The teaching kit project will provide:

4.1 Motivated teachers in use of concrete and tangibles items instead of abstract concepts.

4.2 Availability of learning material to primary school kids.

4.3 Students involved and actively participate in the learning process.

4.4 Clarity of concepts and the development of psychomotor, cognitive & affective domains of children.

4.5 Learning activity to provoke thinking of the students.

5. **Main Activities**

5.1 Evaluation of the existing teaching kit and identification of improvement of items.

5.2 Modification and development of items of the teaching kit and development of prototype.

5.3 Development on large scale.

5.4 Training of teachers so as to make sure that they can use the kit and explain the concepts clearly.

5.5 Distribution of kit.

5.6 Monitoring of progress.

5.7 Replenishing broken items.

6. Mechanism and Strategy for Implementation and Evaluation

6.1 The Ministry of Education shall carry out the evaluation of the existing kits and shall determine the extent of improvement. The Lahore Equipment Centre shall undertake the development of prototype & shall device mechanism for large scale production.

6.2 The distribution of teaching kit and to ensure that it reaches the schools, is one of the most important aspect of implementation. The existing Divisional Directorates of schools, have an infrastructure to distribute the kit, can be strengthened with manpower and financial resources for effective implementation of the project.

6.3 The training of master trainers to use the kit effectively will be undertaken through short courses. These master trainers will be drawn from Tehsil level and they provide training at the grass root level. The existing provincial Bureau of Curriculum and Extension Centres can play important role in the training.

6.4 The District Education Offices shall be entrusted the job of supervision and evaluation of the kit. Evaluation will be undertaken with the help of National/International expert on evaluation.

7. Required Resources by Component

(Rs. in million)

1.	Development & Production cost of 19,000 kits @ Rs. 800/- per kit.	15.2
2.	Development of Production cost of 16,000 kits for Mosque schools @ Rs. 350/- per kit	5.6
3.	Replacement of Broken kit items @ Rs. 50/- per kit for 60,000 kits.	3.0
4.	Training of trainers.	0.5
5.	Provision for distribution of kits	0.50
6.	To provide financial resources for implementation and evaluation of the project.	0.7
7.	Inflation costs.	2.04
	Total:	27.54

PROJECT SYNOPSIS

1. **Project Title:** Upgradation/Establishment of one Primary Girls School to Middle School in each Union Council.

2. **Statement of the Problem**

2.1 Pakistan has population of 83.78 million inhabitants of which 41 million are illiterate and most of these belong to rural areas. Over all literacy rate in the country is 26.2% but the ratio for females in rural areas is 5.5% and it is as low as 0.8% in rural Baluchistan. The over all participation rate at primary level is 43% and at secondary level it is only 15%. The situation is even worse for female education in rural areas.

2.2 Though there are socio-cultural barriers which inhibited the growth of female education, yet the fact remains that adequate physical facilities could not be provided for the education of female population. While looking at the statistics of the number of educational institutions and their enrolment, it has been observed that there are 1,635 female middle schools in which the total enrolment is estimated as 424,000. The average per school enrolment comes out to be 259 and average enrolment per class is 86, apparently a large number. Though these classes are divided into sections, yet these are just indications of the fact that the female middle schools are over-crowded due to lack of physical facilities.

2.3 With increased emphasis on quantitative expansion of primary education, and mixed classes at elementary level, i.e. class I–III, a large percentage of girls are expected to join the stream of secondary education. With quantitative expansion of the primary education, there is need for commensurate expansion at the secondary level, otherwise the gains from the primary education could not be consolidated and made permanent.

2.4 The Sixth Five Year Plan has recognized the situation of rural education and that of females in particular. According to the Plan: "In view of the prevalent indifference of most rural parents towards the education of their children compelled with their financial limitations, the chances of many students especially girls, leaving their homes to receive education are very remote." Any attempt to raise the educational level of rural areas and for the promotion of the principle of equality of educational opportunity shall have first to concentrate on the development of secondary education in the rural areas. Hence the highest priority in the proposed programme is assigned to raising rural primary schools to middle standard to provide education upto class VIII. According to the Action Plan, 2600 girls primary schools will be upgraded to the middle level.

2.5 The program is designed to meet the target of providing a Girls Middle School to every Union Council, thereby raising the number from 1400 to 4000. This would bring the educational facilities to the doorsteps of the rural people, and help to clear the large back log in female education. A more even geographic dispersal is central to the concept of spatial planning which attempts to evolve equitable allocation mechanism for the amelioration of the back ward areas.

3. **Project Objectives**

The objectives of the project are to:

3.1 Provide equality of educational opportunity at the secondary level to rural female population;

3.2 Make secondary school facilities available to a large number of school-age female children;

3.3 Consolidate the gains of primary education and to make them permanent so that investment in the female education at primary level does not turn out to be a disinvestment;

3.4 Fully utilize the potential capabilities of the female population in the rural areas for the cause of national development.

4. Expected Outcomes

4.1 Each Union Council will have a girls middle school.

4.2 Assuming that on an average 40 girls are enrolled in class VI, the total intake capacity of the secondary school system for girls will be enhanced by 104,000.

4.3 The enrolment will go up by 312,000 in classes VI, VII, and VIII.

4.4 It will be possible to fill the vaccum of qualified school teachers in the rural areas where there is acute shortage of such teachers. Roughly about 50,000 secondary school graduates will become available for teaching jobs in the rural female primary schools.

4.5 With the availability of such qualified teachers, it will be possible to have further quantitative expansion of the female education so that to bring them at par with male education.

5. Main Activities

5.1 School mapping exercise inorder to indentify & determine criteria for the location of the proposed schools.

5.2 Designing of the school building, suitable for mountainous, plains and other geographical areas, which is durable & low cost.

5.3 Designing school furniture employing anthropometrics of school students.

5.4 Construction of schools by the provincial and Union Council authorities.

5.5 Recruitment & training of school teachers.

5.6 Selection of equipment & books etc. and ensuring their proper & timely supply to schools.

6. Required Resources by Component

Capital Expenditrure (Rs. in million)

	Item	*(Rs. in million)*
a)	Building	4,784.00
b)	Furniture	1,011.11
c)	Equipment	325.00
d)	Books & Journals	130.00
e)	Miscelllaneous	130.00
f)	Project personnel	144.44
	Total	6,381.55

ANNEX D-II.3

PRIME MINISTER MR. MOHAMMAD KHAN JUNEJO'S FIVE-POINT PROGRAM ANNOUNCED ON 31 DECEMBER 85 IN HIS ADDRESS TO THE NATION

The five-point program announced by Prime Minister Junejo in his address to the nation on 31 December 1985 immediately after the withdrawal of Martial Law, constitutes the basic framework of development for the next four years. It is an integrated action plan to ensure simultaneously the country's ecomomic growth as well as the development of factors which will make that growth possible. Basic to the program is the creation of a conscious, knowledgeable, productive and effective population.

Following are a list of the five basic points contained in Junejo's speech, and excerpts from the Government's decisions on ways to implement the programs in which the Ministry of Education plays a significant role. The decision to strengthen the Union Council role is central to the Education Action Plan which highlights the Union Council as a base for educational development.

FIVE-POINT PROGRAM

I. The establishment of a strong Islamic democratic political system based on the ideology of Pakistan.

II. Promotion of an equitable economic order, erradication of unemployment and ensuring the prosperity of the people.

III. Preparing the nation for the modern scientific age after removing unemployment from the country.

IV. Putting an end to bribery, injustice and other evils in society and giving a sense of security and justice to the people.

V. Consolidation of the national integrety and prestige through strong defense and balance of foreign policy.

ANNEX D-II 3

DECISIONS OF THE SPECIAL MEETING HELD 3 JANUARY, 1986

IN RESPONSE TO THE PRIME MINISTER'S FIVE-POINT PROGRAM

EDUCATION EXCERPTS

(b) Promotion of an Equitable Economic System

(i) During the next four years, Rs 7000 crores* will be spent on development projects relative to RURAL EDUCATION; supply of electricity to 90% of the villages; supply of potable water to most of the population; and setting up of a Basic Health Unit in every Union Council (in addition to the setting up of Rural Health Centers).
*(equivalent to $4,117,647,000. at the rate of Rs 17 to $1)

Action: Planning and Development Division in consultation with EDUCATION, Water and Power, Health and Social Welfare Divisions and the Provincial Governments

(ii) Proposals shall be submitted for consideration of the Government by the Local Government and Rural Development Division, in consultation with the Provincial Governments for STRENGTHENING OF THE LOCAL BODIES, ESPECIALLY THE DISTRICT AND UNION COUNCILS in order to gear them up for the purposes and tasks of rural development.

Action: Local Government and Rural Development Division in consultation with the Provincial Governments

(g) Problem of Unemployment

(i) A Committee, headed by the Deputy Chairman, Planning Commission and including SECRETARY, EDUCATION DIVISION and Secretary, Manpower Division should prepare a Manpower Plan for the consideration of the Cabinet.

Action: Deputy Chairman, Planning Commission
Secretary, MINISTRY OF EDUCATION
Secretary, Ministry of Labour and Manpower.

(ii) Proposals for the EMPLOYMENT OF THE EDUCATED UNEMPLOYED should be firmed up. The Summary for the Cabinet on the subject already prepared by the Planning Commission should be recast in the light of socio economic programs announced by the Prime Minister and put up for the consideration of the Government within a fortnight.

Action: Planning and Development Division

(h) PROBLEMS OF THE EDUCATION SYSTEM

(i) THIS YEAR (1985-86) 2.2% OF THE NATIONAL INCOME AND 9% OF THE FEDERAL GOVERNMENT BUDGET WILL BE EARMARKED FOR EDUCATION. IT IS PROPOSED TO INCREASE THE PERCENTAGE TO 3% OF THE NATIONAL INCOME AND 15% OF THE BUDGET DURING THE NEXT FIVE YEARS. THROUGH AN IQRA TAX ONLY, AN ADDITIONAL AMOUNT OF RS 500 CRORE* ANNUALLY WILL BE COLLECTED FOR EDUCATION.
*(equivalent to $294,177,600. at the rate of Rs 17 to $1)
Action: Planning and Development Division
in conjunction with Finance and
EDUCATION DIVISIONS.

(ii) A NATIONAL EDUCATION CORPS WILL BE SET UP UNDER WHICH ABOUT 100,000 EDUCATED YOUTH WOULD BE ABLE TO PLAY A FULL ROLE IN SPREADING EDUCATION. THE DETAILS OF THIRD PLAN WHICH IS EXPECTED TO COST ABOUT 100 CRORE* ANNUALLY SHOULD BE WORKED OUT BY THE EDUCATION DIVISION IN CONSULTATION WITH THE PROVINCES. THE WORK OF THIS CORPS SHOULD ALSO PREFERABLY BE INTEGRATED WITH THE PRIMARY SCHOOL SYSTEM. AN ADDITIONAL ADVANTAGE OF THIS CORPS WILL BE THAT THOUSANDS OF EDUCATED YOUNG MEN WILL GET GAINFUL EMPLOYMENT.
Action: EDUCATION DIVISION

(iii) RESEARCH FACILITIES IN SCIENTIFIC AND TECHNICAL FIELDS SHOULD BE ENHANCED. ADEQUATE RESOURCES SHOULD BE PROVIDED TO THE EXISTING INSTITUTIONS TO IMPROVE THEIR EFFECTIVENESS.
THE PRIVATE SECTOR SHOULD BE EXHORTED TO SET UP ITS OWN CENTERS OF RESEARCH AND DEVELOPMENT. INDUSTRIAL CONCERNS SHOULD SET APART A PERCENTAGE OF THEIR INCOME FOR THIS PURPOSE. THE PRESENT PROGRAMME OF SENDING ABROAD INTELLIGENT
AND CAPABLE STUDENTS AT GOVERNMENT EXPENSE FOR HIGHER SCIENTIFIC EDUCATION SHOUD BE FURTHER EXPANDED.
Action: Science and Technology Division inconjunction
with EDUCATION DIVISION.

(j) Industrial Development and the Dismantling of Unnecessary controls on Investment.

(ii) All legitiment rights to labour should be protected and no tolerance should be shown for exploitation in any forn or matter. INDUSTRIALISTS SHOULD PROVIDE FOR THE EDUCATION OF THIER WORKERS CHILDREN and for other basic facilities in the interest of higher production and better labour-management relations.
Action: Labour Division, and Industries Division

The Pakistan Times, Wednesday, January 1, 1986–

Equal opportunities for all: Social evils to go: Junejo's address

The following is the English rendering of the Prime Minister's address to the nation on Tuesday:

My dear countrymen,
Asslam Alaikum

Today, I have the privilege of addressing you on an historic occasion. With the end of Martial Law, the dawn of democracy has brought us today a message of bright future, the beginning of a new era of whole democracy.

By the grace of Allah Almighty, we have passed the period of trial and have now entered into an era of democracy as a united people.

FUNDAMENTAL RIGHTS

This is an era of fundamental rights. The people have regained the rights which remained suspended for the last 20 years. In fact these rights were suspended as a result of the state of emergency which was imposed in 1965 and the people's government which came into power as a result of the 1970 elections also kept the people deprived of these rights these rights remained suspended till yesterday. Thank God we have now restored these rights to the people. These rights are the foundation of democracy, a symbol of a democratic society and sign of the dignity of the nation and the country. These rights ensure an equitable economic system for everyone. Now you are the custodian of the rights. I hope that these rights will be exercised in the national interest and will help us proceed forward from the destination which we have reached today (Tuesday).

This is a success of the people of Pakistan and it is a proof of their political sagacity. The restoration of democracy is the result of the decision you took during the elections of February 1985.

NEW MILESTONE

Today we stand justified before history. Those who opposed us and had not taken part in the elections, did not believe that there could be an end to Martial Law. But today all uncertanties have vanished.

Today I sincerely invite them all to forget the past differences and bitterness and join us in celebrating the historical occasion of happiness.

The journey towards democracy with which we are starting afresh is a new milestone in our history.

Let us pledge as a dignified nation on this historic occasion that in future there should be no change of government in this sacred land either through agitation or through Martial Law but the formation and change of government should be through a democratic process.

To fulfil this pledge, we must strengthen our democratic traditions and build up the democratic institutions on a solid footing, so that the democratic system can face all challenges and meet the expectations of the people. My government during the next four years, would give the first priority to the strengthening of the democratic system and establish healthy political traditions, which include the free expression of differences of opinion and an opportunity for healthy and constructive criticism.

SALIENT FEATURES

Ladies and Gentlemen,

I would like to present before you some salient features of the programme which we would implement for the betterment and prosperity of the people and for making Pakistan a modern Islamic State in the next four years.

My programme has five important points:

(1) The establishment of a strong Islamic democratic system on the basis of the ideology of Pakistan;

(2) Promotion of an equitable economic system which would eliminate unemployment and make the prosperity of people certain;

(3) After elimination of illiteracy to prepare the people for modern scientific age;

(4) Launch 'Jehad' against brbery, injustice and corruption in the society so that the sense of security and justice among the people is strengthened;

(5) Consolidation of national integrity and sovereignty through strong national defence and non-aligned and balanced foreign policy.

BASIC OBJECTIVES

I believe that by implementing this programme, we could fulfil the aspirations and wishes of the people and attain in the basic objectives of the creation of Pakistan.

We achieved this country with the commitment that Islamic values would be promoted here, there would be democracy, economic justice and equal rights for everyone. We could not fulfil this commitment so far. I do not want to explain again our shortcomings and past failure but would like to remind you of the words of the Quaid-i-Azam, while addressing the Sibi Darbar in 1948:.

The Quaid said: "It is my belief that our salvation lies in following those golden principles set down by our great law giver Prophet Mohammad (PBUH). Let us lay the foundation of democracy on correct Islamic thought and principles. Allah teaches us that the decision in State affairs should be taken in the light of mutual discussions and consultations"

ERA OF DEMOCRACY

In the new era of democracy, we would always keep these words of the Quaid-i-Azam and the ideology of Pakistan, as envisaged by Allama Iqbal, in our mind.

The pivotal point of the thoughts of the Founder of the Nation, the Quaid-i-Azam and the architect of Pakistan, Allama Iqbal, was the creation of an equitable Islamic society, based on Islamic judicial system—a society which may generate the fulfilment of spiritual and national needs of the Pakistani nation.

There has been significant development in promoting Islamic system in the country for the last eight years but enforcement of Islamic order is a continuing process and to make it more successful it is necessary to continuously review all the previous steps in this regard. Whenever necessary, these steps will be accelerated. In order to promote the Islamic brotherhood and national integrity, my Government would accord prime importance to such steps.

IDEOLOGICAL UNITY

In order to strengthen the ideological unity of our country it is also necessary that all the citizens of the country whatever be their province or region, should be imbued with feeling that it is their own country and they have got equal chances to utilise its resources and play their role in the development process and that the national issues are their own issues.

A real synthesis of the rights and obligations would be achieved when every Pakistani is ready to sacrifice for his country and prefers national interests over personal once This was the great spirit which created Pakistan and by strengthening this spirit the goal of Pakistan's development and security would be achieved. For the next four years, I would try to create a sense of participation among each and every citizen of the country so that the ideological unity of Pakistan is strengthened.

PEOPLE'S PARTICIPATION

The important measure to achieve this goal is enforcement of such a political system which may ensure participation of people from local to national levels. This is the essence of democracy.

The main cause of the crises we had to face in the past was that after coming into power, the rulers threw aside all the democratic principles, ignored the people and cared only for personal and group interests. Due to these blunders the course of democracy could not continue, people lost confidence, chaos was created which led to agitation and finally to Martial Law.

It is a great tragedy of our history that out of 38 years of our existence we have spent a period of 17 years under Martial Law and when the Martial Law was removed, no attention was paid to strengthen the democratic system.

CRUCIAL MOMENT

Now, with the grace of God once again the power has been transferred to the civil Government at the Federal and Provincial levels. We are at a crucial moment of our history. Insha Allah, with our utmost sincerity, we would bring the process of political democracy into the second lap, strengthen the democratic values and democratic institutions so that in future the change of government occurs through democratic way. But only the Government cannot establish this methodology. The people out of Government should also realise that democracy cannot be brought through slogans and that in order to bring democracy, there is need to adopt democratic behaviour and follow democratic ways.

As far as the Government is concerned, I assure you that it would follow the democratic principles. At the same time, I expect that every politician and political party would follow the democratic principles. It is their national obligation also to follow democracy and if they have disagreement on any matters, to express it democratically. We would provide sufficient time to the political parties to organise themselves and establish contacts with the people for next elections.

If still some politicians and political parties think in terms of politics of agitation, I would request them to learn lessons from our own political history.

The experience of 1958, 1971 and 1977 are before you and now after a period of eight and a half years a democratic process has been started and it is obligation of each one of us to unitedly nurture the plant of democracy. No hinderance should be placed in the process of democratisation started in the country.

PEACEFUL CONDITIONS

This process should go on in peaceful conditions, up-till the next general elections, for a peaceful atmosphere in the country and ensuring economic development and social justice.

Ladies and Gentlemen

The basic objective of my economic programme is the formulation of such an economic system which should benefit poor masses and effective steps are taken for the devlopment of under-developed areas and classes of the country. Being an elected Government, it is our duty to formulate such economic policies which may result in acceleration of agricultural and industrial development and all the citizens and regions of the country may equally benefit from the fruits of these developments. These principles are not only the basic principles of Islam but in fact the national economy cannot achieve desired development until we achieve balance and equilibrium in society by creating equal chances for everyone.

The real foundation of the national economic development is not the material resources but it is the level of mass participation in the development process. Democracy does not mean only that the people elect Government every five years. The real benefit of the democracy would be achieved only when the entire capabilities and full potential of the people is harnessed for the national development. My programme does not aim at mentioning the details of the services I would render for you, but actually it aims at pointing out the goals and targets which we would collectively achieve. An economic system based on the principles of social justice is our primary aim.

HISTORIC GOAL

I want to identify such vital and concrete programmes and policies which may enable us to achieve this historical goal. Seventy per cent of the total population of Pakistan lives in the villages but these villages could not get equitable proportion of the total development of the country for the last 38 years. Eighty-five per cent of our rural population is illiterate, 80 per cent does not get potable water and more than half of the total population is deprived of the basic health facilities.

I have been observing for years this regrettable helplessness and deprivation in the eyes of the poor people of my own area. For this reason, one of the purposes of my political life is to lay the foundation of a real revolution in the rural life.

For this purpose, I have decided that the priority given to rural programmes under the Sixth Five Year Plan is not only acted upon, but also that these programmes are made more effective by enlarging their sphere. Insha Allah, during the next five years at least Rs. 7,000 crore will be spent on rural education so that education facilities become freely available in rural areas; to supply electricity to about 90 per cent villages and to build a network of roads in the countryside so that they could be connected to the mainstream of national economy. During this period, potable water will be supplied to most of country's population and a Basic Health Unit will be set up in every Union Council.

AGRICULTURE UPLIFT

It is my firm hope that these steps would not only accelerate agricultural development, but would also usher in a new era of industrial development in the rural areas.

Agricultural development is the basic pillar of rural progress. If agricultural development is rapid, it not only increases the income and employment opportunities in the rural areas, but also boosts development in the agro-industries as well as in other related fields.

During the last few years the pace of agricultural development has been satisfactory. But, the per acre yield of many crops is still too low and we are spending more than Rs. 1,200 crore on agricultural imports each year. Besides this, our peasants particularly the small farmers are facing tremendous difficulties. There is a great need to find out practical solution of all these problems and to step up agricultural development. Therefore, I have decided to constitute a high-powered agricultural commission. This commission will submit its recommendations to the Government after looking into all these problems and opportunities The constitution and jurisdiction of this commission will be announced soon.

SALINITY & WATERLOGGING

The problem of salinity and waterlogging need our special attention in order to conserve our resources and to gear up the pace of agicultural development. I have decided that Rs. 1,500 crore would be spent in the next five years on salinity and waterlogging projects.

For progress towards an equitable economic system the inhabitants of Katchi Abadis need our immediate attention next to the rural population. Twenty per cent of our urban population lives in such localities where basic amenities of water, sanitation, education, health and transport are not available. The young and old as well as the children live in an unhealthy atmosphere of a single smallroom. In Karachi, Lahore, and other big cities one-third of the total city population lives in Katchi Abadis. These problems have reached such an extent that our present local bodies are incapable of solving them due to their limited resources and numerous responsibilities.

I have a firm belief that through a comprehensive and an integrated programme, we would be able to stop that tendency of migration from rural areas to urban areas which came into being because of neglect of rural development in the past. However, it is essential that immediate measures should be adopted for the welfare of those who come to cities to earn their livelihood and are living under unhealthy conditions of Katchi Abadis.

Therefore, I have decided to set up a new cell at the Federal level to solve the problems of Katchi Abadis which would strengthen the programme of provincial government, extend financial assistance and help the dwellers of Katchi Abadis to locally envisage low cost plans which could provide them the basic amenities. Proper measures will be taken to give permanent occupation rights to the permanent inhabitants of Katchi Abadis. A real solution of these problems is possible only when the dwellers of Katchi Abadis act jointly and co-operated with each other on self-help basis to solve their problems.

HOUSING POLICY

We will also review our Housing Policy to solve the problems of low income groups. In this regard, we are launching seven-marla scheme in the rural areas to enable the poor and needy to get small pieces of land. In view of our past experience, allotment of official land will be done through a ballot under this scheme. Only low income people would be able to benefit from this scheme.

This third important problem, which would be given particular attention, is the problem of unemployment. Although it is not possible for any developing country to fully solve the unemployment problem but it is essential to control it particularly educated unemployment. During the last few years many Pakistanis got employment opportunities abroad. Hence the unemployment problem remained under check. Now the number of workers coming back home exceeds those going abroad each year. Therefore, we will have to set up employment opportunities within the country. For this purpose we are preparing an Integrated Manpower Plan which would be put inteo action soon. An important part of this plan relates to the provision of jobs to the educated youth. In this regard, steps would be taken both in the public and private sectors

EDUCATION

An important part of the public sector programme relates to education. As I would explain later, this would require the additional services of about one lakh teachers. Besides this we would also start a special programme to provide jobs to doctors, engineers and other qualified persons. There is a proposal under consideration that all candidates should be provided computerised information about all Government jobs and vacancies at a nominal fee. This service can be supplied to all areas through banks and post offices. Besides providing the job opportunities in the public sector, it is essential that maximum number of youth should get work in the private sector. For this purpose, the private sector should be given such concessions which would provide a better chance to the youth to play their role in the national economy. In this regard there is a proposal, which would be put into action soon that youth should be given an opportunity to form co-operative societies in order to set up their own businesses. Youth Investment Advisory Centres will be set up in each province guide these societies of the uth. The doctors, engineers, nd other trained young men ill be given loans through anks on soft terms to start mall-scale business.

JOB OPPORTUNITIES

The purpose of providing bs to all citizens of the couny can only be achieved by ccelerating the pace of agriculural and industrial developent. I have mentioned earlier bout agriculture. Without odern industry a country annot develop. Some policies the past hampered our dustrial development—investent fell to the lowest ebb bedes the imposition of various strictions and uncalled for ontrols in the economic sysem. This not only discouraged vestment as a whole, but lso resulted in shifting of the otal responsibility of providg jobs to the public sector. or this reason a National eregulation Commission is valuating the whole spectrum f controls and regulations so hat unnecessary restrictions ould be lifted.

INDUSTRIALISATION

Besides this, it is essential hat all industrial preferences hould be looked into in order o make Pakistan a modern ndustrial country, so that ew industries could be set p in the private sector, and he machinery of old industrial nits could be modernised and odern technology could be sed to increase production. or this purpose an Industrial ommission is being set up hich would soon submit its reommendations to the Govern ent after evaluating the preent policies and procedures.

It would be the endeavour f my Government to enable he people to participate in he economic development of he country in accordance with heir capabilities as freedom as being restored in the poliical field. These steps would trengthen the private sector. ll citizens will get equal oportunities, the number of jobs would increase and the curailment of the unnecessary uthority of the officials would educe corruption and other malpractices.

Here I would like to make t clear that we only want to emove unnecessary restricions. This does not mean at ll that we would give up the policy of strengthening our economy according to our national priorities and on equitable foundations. We would formulate our economic policies, as a whole on such lines that progress towards our national objectives continues and there is no uncalled for interference in small matters on the part of officials. Similarly the creative capabilities of industrialists and technicians would be free. On the other hand the pace of national development would be geared up through an equal participation of all areas.

INDUSTRIAL PEACE

Labourers and workers are an important part of industrial peace and to increase industrial production. It is my Government's firm determination that all due rights of labour should be protected, and that they should not be exploited. It is an obligation of the industrialists to provide for their children's education. Whereas we have been extending so many concessions to the private sector, particularly the industrialists, the Government expects that they would treat their workers with justice and beneficiences in accordance with the Islamic principles.

Our labourers are patriotic and hard working. They have earned goodwill for Pakistan abroad and they are playing an important role in the national economy by remitting precious foreign exchange. I assure the workers within and outside Pakistan that the Government will always protect their interests.

ENERGY

Energy also plays a very important role in the industrial development. Our present resources of energy are far less than our needs, we are spending a large portion of our income on the import of energy resources. Three quarters of our total energy requirements are being met by oil and gas. We have accelerated our efforts for exploring new resources of oil and gas. The beginning of offshore exploration of oil is a part of this. The recent achievements in oil and gas have proved that God Almighty has certainly blessed Pakistan with these resources.

Efforts would be made to utilise coal which is found in abundance in Pakistan for power generation and for other uses. But as you all know, it takes many years to complete a power project.

Hydroelectricity forms the major component of our power generation and it is greatly effected by shortage of water in winters. We are forced to resort to load-shedding during winter. The Government is determined to reduce the load-shedding to the minimum. Every effort would be made to reduce the effect of load-shedding on agricultural and industrial production. We will also try to use other sources for power generation other than hydro-electric, in order to get rid of load-shedding. Thermal power stations will be established and atomic energy programme will be continued. But as long as load-shedding is unavoidable I appeal to the nation to observe economy in the use of electricity.

Ladies and Gentlemen!

I want to remind you that the Muslims of the Indo-Pak sub-continent started the struggle for their rights from the education sector.

Our great leaders took a timely decision that the economic and political backwardness of the Muslims can be removed only by spreading education and paying special attention to female education. The freedom movement was greatly strengthened by this and the Muslim nation was successful in getting an independent homeland. But it is regrettable that after independence we ignored our educational objectives. Today even after 38 years the majority of our population is still illiterate though without proper education due progress is not possible in any field. Once again my Government pledges with full responsibility to achieve this goal that in the next few years, illiteracy will be completely eradicated. In order to achieve this objective we will start a movement, which not only at Government level but also through political and social process, will mobilise the full strength of the nation to endow every adult and child with the basic blessing of education.

For the last few years we have been spending only 1.5 per cent of our national income and five per cent of national budget on education.

This year we will spend 2.2 per cent of our national income and nine per cent of budget on education and, Insha Allah, during the next five years this ratio will be increased to 3 per cent and 15 per cent, respectively. Through Iqra Tax only, an additional amount of about Rs. 500 crore annually would be collected for education.

EDUCATION CORPS

My Government has decided to set up a National Education Corps under which about one [illegible] educated youth would be able to play full role in spreading education. The details of this plan, which will cost about Rs. 100 crore annually, will be presented to the nation in the near future. This plan will be an additional endeavour which will further supplement our present efforts in spreading the primary education. In this way thousands of educated young men will get employment on the one hand and on the other the nation will get rid of mass illiteracy and, Insha Allah, the ratio of education which is at present one fourth (25 per cent) of our total population will be doubled, i.e., 50 per cent of total population.

Besides increasing the educational facilities we will also pay full attention to raise the standard of education at every level and create opportunities to promote science and technology. Now-a-days no country can call herself developed without science and technology. Modern technology is essential for the progress in all walks of life. The Government has decided to make all-out efforts for the acquisition of science and technology to encourage the scientific and technologicol capabilities and especially to improve the technical education and re are very important in this regard. The Government's endeavour would be to considerably increase the research facilities in the fields of scientific and technical education and to provide adequate resources to these institutes so that they can play their role more effectively.

RESEARCH CENTRES

The programme of sending abroad intelligent and capable students on government expenpense for higher science education is already underway and would be further expanded. It is also the responsibility of the private sector industries to set up research centres and expand research activities in order to reap benefits of modern technology. They should set apart a portion of their income for research work. In this way the quality of our products will improve and the research workers will also be patronised.

Besides getting education the students should follow the footsteps of their forefathers, try to acquire their qualities, take active part in creating a good society and should avoid frittering away their precious time in wasteful activities. The sanctity of the educational campuses and respect for teachers in the prime duty of the students.

ISLAMIC VALUES

Ladies and Gentlemen!

We want to promote the Islamic values of brotherhood, equality, trust, honesty, justice, benevolence and mutual reliance in our society. The social system given by Islam fully protects the human rights. My Government will be the custodian of these rights and make sure the supremacy of Judiciary. Law years play an important role in securing justice from the courts for the ordinary citizens. I also request them to realise their responsibilities and keep in mind the compulsions of the Constitution and requirements of justice.

There is not doubt that nowadays an ordinary person suffers from sense of insecurity. There are many causes of this phenomenon and my Government will try to remove this sense of insecurity

SOCIAL EVILS

Your Government is determined to eliminate corruption at all levels by eradicating social evils. We are determined to root out these evils. The Government will make no concession to corrupt officials and will make a constant evaluation of Government servants' performance and sense of honesty. The process of accountability will be observed and no discrimination will be made on the basis of rank or seniority. The criterion of honesty will be the basic qualification for appointments on senior posts.

If we make an analysis of the malpractices permeating our society we will find that these have many motives. For example, the desire of becoming rich overnight pomp and show, unlimted powers of officials, misuse and unreasonable use of authority and intentional delay in decisions. It will be our endeavour to eliminate all such motives.

In this regard the elected representatives can also play an important role. They are well aware about the local situation in their areas.

MINISTERS' ASSETS

It is incumbent upon them to use their influence in eradicating corruption and also present themselves as models. I have also decided that all my Ministers will declare their assets and they will have to do so again while relinquishing their present posts.

Eradication of the curse of bribery from society constitutes an important part of my social programme. In this regard Eradication of Bribery Committees are being set up at divisional level. Each committee will be headed by the elected member of the National Assembly of that area. Besides the elected members of the Provincial Assembly and the local bodies, the committee will include representatives of the divisional administration. The committee will trace out the corrupt officers with the co-operation of the people of the area and take effective steps to control bribery.

ULEMA ROLE

Ladies and gentlemen!

In order to strengthen democracy everyone has to strive within his sphere. In our society the ulema have got a prominent status. The prominent role played by them in the Pakistan Movement cannot be ignored. Their services in strengthening the national and ideological unity have an important place. I hope that during the new democratic era their support will be coming forth.

Women are half of our total population and it is obvious that no nation can ignore its half population. Woman has a prominent place in our society. I am happy to see that women are playing an active role in the Assemblies and other walks of life. The Government will pay its full attention towards their rights and welfare.

I am sure that by fully participating in the process of economic and national reconstruction, they would fulfil their obligations.

WRITERS, NEWSMEN

Our journalists and writers are a part of society. They influence the hearts and minds of the public. During this period they have onerous responsibilities. The Government believes in the right of free expression but the journalists, while utilising the freedom of expression have to introduce responsible journalism in the country.

It is our desire that the journalists and writers positively participate in the process of national development and maintain democratic and Islamic values.

GOVT. SERVANTS

The role of the administration is very important in every society. The Government employees not only participate in the administrative affairs of the Government but their attitude also effects society.

I am sure that while realising their responsibilities they would perform their duties with utmost devotion, sincerity and honesty

MINORITIES

Pakistan is an Islamic State. Our Government is responsible for, protection of the rights of minorities. Pakistan's history bears testimony to the exemplary safeguards enjoyed by our minorities. The protection of their lives, property and rights is our religious and moral obligation.

I am pleased that the minorities in Pakistan are fully participating in the affairs of the country. They have got representation in the National and Provincial Assemblies I want to assure the minorities that my Government would fulfil its obligations for protecting their rights.

Ladies and Gentlemen-

I have presented the salient points, aims and objectives of my political, economic, educational and social programmes. Although these fields are very important in national life if the country is intact and safe then everything is there. There is politics, there is boom in economy and there is the good society. I assure you, that, the Government is fully aware of the requirements of national security and steps are being taken to strengthen it.

ARMED FORCES

On this occasion I would pay tribute to the officers and jawans of Armed Forces for rendering great services for the defence of our beloved country in the past. With the blessing of God our soldier is not only equipped with modern defence technology but due to his enthusiasm and spirit he is the trustee of Islamic values.

In order to ensure the geographical security of our country, we would pay attention towards, improving the capabilities of our Armed Forces. But national defence is not the responsibility of the Armed Forces only, it is the responsibility of the whole nation. The defence of the ideological frontiers of the country is the responsibility of the nation.

We would strengthen the national ideology and the ideological unity and, in order to enhance the national prestige would continue to follow our peaceful foreign policy.

FOREIGN POLICY

Ladies and Gentlemen!

The foreign policy has been discussed at length in Parliament. The honourable members of Parliament have evinced keen interest in the discussion and expressed their opinion. I myself pointed out the basic motives of the foreign policy of my Government and submitted the details of the action taken there upon.

Without repeating them all, I would restrict myself only to saying that the foreign policy of Pakistan will, Insha Allah, be reflective of the national aspirations; and dignity and interests of the country will also incarnate the feelings of the people of Pakistan. We, believe in the foreign relations based on principles and would, Insha Allah, continue to strictly observe the ideology of Pakistan in our principled foreign policy in future as well.

Ladies and Gentlemen!

This is for the first time in the history of our [illegible] the newly elected Government just assuming power is facing great challenges like lifting of Martial Law, restoration of constitutional system and betterment of the nation and the country. From the very first day the whole nation was looking towards its elected [illegible] and Parliament. I would thank the members of National Assembly and Senate for their courageous and sagacious co-operation for the fulfilment of nation's expectations and [illegible]ing the country on the road of democracy.

I would thank the President Gen. Mohammad Zia ul Haq. He accomplished the programme he gave to the nation for lifting Martial Law.

Ladies and Gentlemen!

This country belongs to the people. The people have offered many sacrifices for its creation. This country is a trust of the Quaid-i-Azam, a trust of those martyrs who strengthened its foundations by their blood, a trust of those Mujahideen who sacrificed their lives in its defence and above all it is a trust of millions of youth, old, children, and women who worked day and night for its creation. This is the result of their struggle that today, we are leading a life of respect and prestige.

DEFENCE

-I assure you as the Prime Minister that all our efforts will be aimed at defence of our sacred land, people's property and upholding of Islamic ideology. Insha Allah, we will come up to the expectations of the people of Pakistan for the confidence they have reposed in us.

Now when the democracy has been restored, let us all join hands to strengthen it,

—If democracy is strengthened, the ideological basis will be strengthened,

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—If democracy is strengthened, everybody will get a chance to participate in the national affairs.

—If democracy is strengthened, the violence will be replaced by nobility and serenity in the political process.

—If democracy is strengthened, the elected representatives will be able to play their role in freeing society from corruption.

—If democracy is strengthened, there will be justice and balance in the society.

Insha Allah we will follow the democratic values in accordance with Islamic injunctions. We will strengthen democratic institutions and will establish solid democratic traditions in the country which will guarantee the supremacy of the people and integrity, progress and prosperity of Pakistan.

I pray to Allah that He may provide us guidance at each and every step.

ANNEX TO CHAPTER IV

ORGANIZATION, MANAGEMENT AND ADMINISTRATION OF THE PRIMARY AND NON-FEDERAL EDUCATION SYSTEMS

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ANNEX D-IV.1

THE ORGANIZATIONAL AND MANAGEMENT STRUCTURE OF EDUCATION IN PAKISTAN
MAY, 1986

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   a. Organizational Structure
   b. Duties and Responsibilities

D. Sind

1. Provincial Level: Education and Culture Department
   a. Organizational Structure
   b. Duties and Responsibilities

2. Divisional Level
   a. Organizational Structure
   b. Duties and Responsibilities

3. District Level
   a. Organizational Structure
   b. Duties and Responsibilities

4. Sub-Divisional/Tehsil Level
   a. Organizational Structure
   b. Duties and Responsibilities

Concluding Page

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ANNEX D.IV.1.

THE ORGANIZATIONAL AND MANAGEMENT STRUCTURE OF EDUCATION IN PAKISTAN

Three federal ministries in the government of Pakistan are directly involved in the management of the country's educational system. These are the Ministry of Planning and Development, the Ministry of Finance and the Ministry of Education, which occupies the central role. Federal involvement in education consists of the general responsibilities for direction and development, planning and coordination, policy guidance and standards. The Ministry of Planning and Development has an education unit which reviews all educational development plans requiring federal funding. These plans are in practice contained in Annual Development Plans (ADPs) which are formulated during the year for implementation in the next fiscal year. Provincial ADPs are developed by respective planning and development units at the local levels and submitted to the Ministry of Planning and Development, through channels. The Ministry of Finance, as its nomenclature implies, is in charge of providing the funds for approved educational projects with a federal aid component. The day-to-day affairs in federal-provincial relations concerning educational management are conducted by the Ministry of Education, which is the national overseer of the country's educational system. It is the main responsibility of the Ministry of Education to insure that the national education policies, objectives and standards are observed and implemented by all concerned from the federal to the provincial and local levels of management.

This ANNEX is aimed at providing the raw data on the management structure of Pakistan's educational system, starting from the Federal Ministry of Education, to the provincial and local strata. It presents, for ease of reference, the educational organization and administrative charts, as well as the duties and responsibilities of major offices and functionaries at each level of management. The coverage should provide the general and specific contexts for the management of primary education in the country.

Since the purpose of this Annex, as indicated earlier, is merely to provide a reference and data base for analyses, there is no critique and discussion beyond factual presentation of the organizational charts and duties and responsibilities based on documentary review and results of the field survey. The regular text of the Team's report on the subject makes up for this lacuna. The rational for this Annex is self-evident. Its inclusion in the regular text (as will be obvious in the reading of it) would have clogged the discussion with liturgical, if not boring, materials and details which impede easy reading and deduct from concentration on the main points. Needless to add, the chapter dealing with the subject would have been voluminous.

THE FEDERAL MINISTRY OF EDUCATION

Organizational Structure

The attached Chart No.1 shows the organizational structure of the Ministry. As can be seen, it is headed by a Minister, together with an Education Secretary, both of whom have the over-all responsibility for providing general direction and policy guidance. The Ministry has nine (9) wings, namely: Administration, Planning and Development, Primary and Non-Formal Education, Higher Education, Federal Institutions, Sports and Welfare, Curriculum, Science and Technology and

International Cooperation. The following pages show the organizational structure of the above wings, followed in each case by a statement of duties and responsibilities of each major office, all of which are self-explanatory.

Attached Semi-Autonomous Bodies

To the federal structure should be added attached semi-autonomous bodies which have their own internal organization, usually headed by a Director General or Chairman, assisted by administrative and technical/professional staff. These bodies include the Literacy and Mass Education Commission (LAMEC), the Academy of Educational Planning and Management (AEPAM), Allama Iqbal Open University (AIOU), Academy of Letters, National Institute of Psychology, University Grants Commission (UGC) and the National Education Council (NEC). Three of the attached bodies are especially worth noting because of their involvement in some aspects of primary and non-formal education. These are LAMEC, AEPAM and AIOU.

LAMEC was established in 1981 to evaluate strategies, develop plans and suggest measures on literacy and non-formal mass education program, as well as recommend improvements and arrange follow-up materials for literacy. The Academy of Educational Planning and Management was established in 1982 by the Ministry of Education. To this Academy was entrusted the major tasks of organizing training and research programs in the field of educational planning, management and supervision, including provision of valid, reliable and up-to-date statistical data on the educational system. The Academy has recently been designated as the national center for the development of computerized Educational Management Information Systems. It will assist in identifying data requirements for planning and management, provide specialized training programs in the area of computers and management information services, develop systems and programs relating to desired output formats and initiate work on trends analysis, input and cost projections.

The Allama Iqbal Open University was actually founded in 1974. Initially called "The People's Open University," it provides part-time educational facilities through correspondence courses, tutorials, seminars, workshops, laboratories, television and radio broadcasts and other mass communication media. The University uses the distance learning model and is a multi-media, multi-level, and multi-method teaching institution. It has since developed some 104 courses which include basic functional and functional non-credit, education, matric, intermediate and teacher's training (both primary teachers orientation course - PTOC - and PTC - Primary Teachers Course). The University covers the whole territory of Pakistan and all its activities in this regard are organized and maintained by some 15 regional centers (including sub-office), spread throughout the country.

PROVINCIAL DEPARTMENTS OF EDUCATION

Provincial departments of education have the basic responsibility of promoting the cause of general, technical and scientific education and implementing the educational policies formulated by the Federal Government. They are free to develop any type of educational institution and to provide any material and content which do not come into conflict with national goals and policies. In this context, they can be said to be independent and autonomous.

The management structure of education in the provinces generally follows a basic pattern, in fact, almost identical in many respects, including main duties and responsibilities of officers. Each province has a Department of Education which formulates educational policies and coordinates the activities of the various levels of education in the province, taking into account national educational objectives, policy guidance and standards. The downward hierarchy of public school administration through the 12th Grade starts from the Department to, Divisional, District, Tehsil (sub-district), Markaz, Union Council and to the individual schools and classrooms. A region is composed of divisions; a division consists of districts; and districts, in turn, are composed of tehsils. On the average, a tehsil consists of 7 to 10 markaz and a markaz is composed of a similar number of union councils. Some 7 to 10 villages may compose a union council.

The above levels of public school administration form a parallel to the officially recognized units of local government (namely, Divisions and Districts with their sub-divisions into tehsil, markaz and union council), which have their own organization, representative bodies and roles as arms, mainly, of the Department of Local Government and Rural Development. These units of local government do serve as convenient administrative units for the Department of Education and other departments, such as Agriculture, Health, etc.

The following pages present the organizational structure and functions of the main offices and functionaries of each of the provincial departments of education, down to the local levels of administration, as gathered from documentary reviews and field interviews.

I. PUNJAB

Organizational Structure

The attached Chart No. 2 shows the organization of the Department of Education in the province of Punjab. As can be seen, the Department is headed by a Minister who, normally, is not an educator, but a political officer and member of the Governor's Cabinet in charge of education matters. The administrative head of the education machinery and real Chief Executive Officer is the Education Secretary, who is a professional educator and member of the Civil Service of Pakistan (CSP) corps of career administrators. The Education Secretary is assisted by two Additional Secretaries: (1) Additional Secretary (Establishment) and (2) Additional Secretary (Academic).

Directly under the Additional Secretary for Establishment are three Deputy Secretaries (DS) -- for Schools, Planning and for Establishment. Three Deputy Secretaries also assist the Additional Secretary for Academic Affairs. These are the Deputy Secretaries for General, Academic and Technical. Each of the Deputy Secretaries have Under Secretaries or Section Officers with respective areas of responsibility. All these functionaries constitute the professional support staff of the Education Secretary.

Duties and Responsibilities

1. Education Minister

Responsible for policy matters concerning the Department, conducting the business of the Department in the Provincial Assembly, submitting cases to the Governor, seeking his approval on important decisions and keeping him informed of important developments in the field.

2. Education Secretary

The Education Secretary is the Administrative head of the education machinery in the Province of Punjab and is responsible for its efficient administration and proper conduct of business. The Secretary is assisted by a number of Additional and Deputy Secretaries. His major responsibilities are diverse and complex because of his position as the Chief Executive of the Education Secretariat, the professional leader of all the Directorates, Boards and Bureaus, and the political Head (representing the Governor) of the entire educational system in the province. Therefore, in the exercise of his responsibilities, the Secretary should equally allocate his time and energies proportionately to meet the three components of his responsibility:

a. Administrative Matters: meetings with Deputy Secretaries, attending to matters relating to accounts, staff, development projects, policies, etc.

b. Professional Matters: meetings with Directors of Education, Boards, Bureaus, Principals of Colleges, Vice-Chancellors, etc. on issues relating to academic, facilities and services of the institutions.

c. Ceremonial Political Matters: meetings with the Governor, Chief Secretary, other Secretaries, external visitors of crucial interest to education; attending functions, e.g., opening/closing/launching ceremonies on various projects, schemes, centres, etc., on education.

3. Additional Education Secretaries

The Additional Education Secretary (Establishment) oversees departmental affairs relating to schools, planning and internal secretariat services, including cases of promotion, move-overs, etc. In this task, he is assisted by Deputy Secretaries for each of the above areas of responsibility. The Additional Education Secretary (Academic) is in charge of general services (relating to complaints, policy implementation, coordination, pensions), academic affairs (universities, colleges, boards, etc.) and technical/special services, including foreign aid projects, physical education, scholarships, etc.

4. Deputy Secretary (Schools)

Responsible for matters relating to school education, non-gazetted schools and nationalized schools.

a. Under Secretary SE (School Education)

All matters of Class I and Class II (Grade 17 and above) officers of school site including forwarding of applications for employment in the country and abroad.

b. Section Officer, NG (Non-Gazetted Schools)

All matters pertaining to NG establishment of Directorates of Education, including secondary school teachers (SST), Senior Vernacular Teachers (SC), Primary Teacher Certificate (PTC) and Elementary School Teacher Certificate (ESTC); litigation work, student teacher's ration relating to primary schools.

c. Under Secretary, NS (Nationalized Schools)

All matters relating to nationalized and provincialized schools and their services; non-gazetted establishment of colleges and schools, and all matters concerning non-gazetted ministerial field staff.

5. Deputy Secretary (Planning):

Responsible for planning, development, budget and accounts, inspection, and purchases of the whole Department of Education.

a. Section Officer (Planning)

Preparation of the Annual Development Plan (ADP); processing of development schemes with development working committees concerned; provision of foreign exchange for scholarship; standardization of norms for buildings, furniture and equipment for schools, colleges and technical education; matters relating to purchase procedures.

b. Section Officer (Development)

Re-appropriation of A.D.P. assessment of additional demand for unfunded and short funded schemes; administrative approvals in respect of development schemes relating to general, technical and university education; matters relating to minor work allocations; monitoring progress of development cases, A.D.P. utilization review meetings with D.P.I/D.T.E./C&W Department; economy measures regarding construction of buildings and efficient utilization of existing resources; and references from Governor's inspection team.

c. Section Officer (Budget and Accounts)

Budgetary work and drawing of progress, evaluation and other reports; consolidation of schedule of new expenditure items for submission to Finance Department; creation of posts and provisions for Directorates of Education and District Education Offices; procurement of equipment for Directorates of Education; reconciliation work pertaining to revenue and development expenditure with the Accountant General, Punjab; budget and accounts matters emanating from the Directorates of Education Extension and Specialized Services and its subordinate offices; S.N.E. budget, creation and continuance of posts, etc. of the Directorate of Public Instruction, Punjab, and work relating to Public Accounts Committee and Audit Reports.

d. Section Officer, Purchase/SRO (Senior Research Officer)

Liaison with Directorate of Industries Mineral Development for transfer of record, obtain relevant printed materials; correspondence relating to purchase, releases of securities; serve as Signature Verifying Officer (SVO) and supervise Purchase Section.

e. Senior Research Officer

Collect statistics relating to education from the Bureau of Education (Government of the Punjab Education Department), Bureau of Statistics (Government of the Punjab P&D Department), Field Officers, Census Commission, Government of Pakistan; update and analyze statistical data; identify education requirements to expand educational institutions and establishment of new educational institution attached to the Department; projections of statistical data in order to determine future requirements; draft 5-Year plans, medium and annual plans; evaluate implementation of previous plans; prepare comments on publications of planning commission and Ministry of Education relating to educational planning; supply material for economic survey in education sector to Federal government; miscellaneous activities relating to educational planning.

e. Section Officer (Inspection)

Inspection by Administrative Secretary and submission of reports thereof to SGA&ID.

6. Deputy Secretary (Establishment)

Deals with cases relating to the establishment of schools and colleges, inquiries and discipliinary actions; maintains records of the confidential reports, responsible for internal administration of the education secretariat.

a. Section Officer (CE-I)

All matters relating to officers of Grade 18 and above belonging to college cadre, including forwarding of applications for employemnt in the country and abroad; establishment and service cases of assistant professors, professors and principals.

b. Section Officer (CE-II)

All matters of officers of Grade 17 of college cadre including forwarding of applications for employment in the country and abroad; matters relating to the service and establishment of lecturers of the colleges of Punjab.

c. Section Officer, S&I (Services and Inquiry)

Maintenance of character rolls of officers of Grade 10 and above; review of character rolls; disciplinary cases under E&D rules; monthly statement of suspended officials; all references from B&A Cell and Anti-Corruption Establishment; receives and disposes secret inquiries; prepares reports on those inquiries.

d. Section Officer, R&B (Rent and Budget)

Framing of rules under MLR 118 and budget, schedules of new expenditure and legal matters of nationalized institutions; matters relating to rent and budget accounts of the Education Secretariat.

e. Section Officer, NC (Nationalized Colleges)

Establishment matters of nationalized College Teachers.

f. Section Officer, G (General)

Attends to duties of general and miscellaneous nature assigned by the Education Secretary; all matters relating to gazetted and non-gazetted establishment of the Secretariat; supervision of establishment and accounts branch; assistance of liaison officer for assembly business; supervision of receipts and issue sanction; caretaking of the Department; establishment of Ministerial Officers of the Directorate of Public Instruction and the Directorates of Education.

7. Deputy Secretary (General)

Deals with affairs relating to admissions, teacher training, educational institutions and Primary Education Council; attends to matters pertaining to the Provincial Council; deals also with cases relating to curriculum scholarships, coordination and Bureau of Education.

a. Section Officer C&P (Complaints and Petitions)

Complaints and petitions received through MLS's Headquarters and other sources and reports on those matters; directives of the President and the Governor; press cuttings; implementation.

b. Section Officer, PI (Policies and Implementation)

Implementation and follow-up of education policy; curriculum development for classes I to XII and teachers training; internal visits and workshops; approval of books; admission to training institutions; equivalence of qualifications, degree and diplomas; matters concerning women education; comments on UN and UNESCO reports; age relaxation cases; population education; all miscellaneous references, except those from Finance and Services, General Administration and Information Departments; all matters relating to libraries.

c. Section Officer, PEC (Primary Education Council)

All matters relating to provincial Education Council and Provincial Council; all matters relating to Audiovisual Aids; Establishment matters concerning education extension centre; matters relating to isolated posts; establishment of Curriculum Research and Development Centre and Bureau of Education; matters relating to admissions, teacher training institutions.

d. Section Officer, Coord. (Coordination)

Coordination of meetings held by the Cabinet, Administration Secretaries, Pension Cases Disposal Committee, Welfare Committee and the Department; coordination of common miscellaneous references from SGA&ID, Law Department and Finance Department.

e. Section Officer (Pension)

Disposal of Pension cases of Officers of Schools, Colleges, Physical Education and Technical Education; coordination between Education Department and PCDC in the S&CAD in connection with delayed pension cases for over a year; submission of quarterly returns in respect of delayed pension cases of Occers of Colleges, after collection from the Directorates; general/ miscellaneous complaints/ references, etc.; issuance of various sanctions regarding commutations, etc.

8. Deputy Secretary (Academic)

Responsible for the academic affairs of universities, colleges, Boards, schools, primary education and academic planning.

a. Section Officer (Universities)

Work relating to Punjab University, University of Engineering and Technology, Islamia University and Raha-ud-din Zakrva University; status and ordinances relating to and formation of academic bodies; appointment of foreign experts in all academic matters realting to universities; work relating to symposia, conference seminars, workshops, foreign training courses of universities, study tours and internships; all matters pertaining to academics and other related affairs of the Universities in Punjab.

b. Section Officer, Colleges

Colleges (including training colleges), education in general and developement schemes; arrangements with regard to foreign experts on their visits to the Punjab; creation of new posts and continuation of old posts (SNE) relating to colleges; afiliation cases of colleges; student affairs; Student-teacher ratio relating to Colleges (VII), tour programs/notes of DPI(C);

c. Section Officer (Boards)

Work relating to Boards of Inter and Secondary Education in the Punjab, Board of Tech Education, and the Punjab Textbook Board; social institutions like the Cadet Colleges, Public Schools, and English Medium Schools; establishment matters relating to Gov't servants working in public schools and Cadet Colleges in the Punjab; development of schemes pertaining to above said special institutions.

d. Section Officer (Schools)

Attends to the academic affairs of schools in Punjab; comprehensive High and Pilot Secondary schools; awards; secondary education in general; upgradation of Middle Schools to High Schools; grants-in-aid, and other allied matters; special studies regarding failures in examination; student-teacher ratio relating to Middle, High Schools, (VIII) tour programs; planning and registration of schools.

e. Section Officer PE (Primary Education)

All matters relating to primary education; upgradation of primary schools to Middle Schools; education cases (IV) Mosque Schools; Mohallah Schools (V) schools broadcast; Elementary Colleges and Normal Schools; teaching kits (IV) educational code; tree plantation; special studies regarding dropouts; agro-technical schemes (class VI-VIII); Literacy Board, Mass Literacy and adult education.

f. Section Officer (Academic & Planning)

Assists the Deputy Secretary (Academic) in academic affairs and planning related to schools, colleges, boards, universities, etc.

9. Deputy Secretary (Technical)

Responsible for cases relating to the administration and establishment of technical institutions in Punjab; foreign aid; physical education; special education; scholarships.

a. Section Officer (Technical Establishment)

All matters relating to gazetted and non-gazetted establishment on the technical education side; meetings relating to technical education; forwarding of applications for employment in the country and abroad, relating to technical education.

b. Section Officer (Foreign Aid)

Budget and academics, teachers problems, technical and foreign assistance; introduction of "x" list subjects in schools; foreign aided schemes.

c. Section Officer (Physical Education)

Physical education and its establishment; Punjab Sports Board.

d. Section Officer (Special Education)

e. Section Officer (Scholarship)

Internal scholarships and private and state help to indigent students; foreign scholarships and training; advertised scholarships; study leave, study tours and internship programmes; proceding abroad of Education Department's employees for attending cultural programmes, etc.; Deaf, Dumb and Blind Institutions; in-country training of the officers of the Education Department.

Attached Departments and Autonomous Bodies

Chart No. 3 shows the departments (actually directorates) and autonomous bodies attached to the provincial Department of Education. These bodies carry out line or field functions covering specific areas and each is headed either by a Director or a Chairman. As a rule, the heads of these autonomous but attached departments/directorates occupy the rank between the Education Secretary and the Additional Education Secretaries in the secretariat staff. The list includes the Directorates of Public Instruction, (DPI), Colleges, DPI (Schools), Curriculum Research and Development Center, Technical Education, Sports and Physical Education, Libraries, Universities, Cadet College, Gohra Gali College, Institute of Education and Research, Boards of Intermediate and Secondary, Board of Technical Education, the Bureau of Education and the Punjab Text Book Board.

Of the above list, the directorates most concerned with primary and middle school education (Class 1-8) are the Directorate of Public Instruction (Schools) and the Directorate of Curriculum Research and Development Center. The organization and functions of the curriculum directorate are covered elsewhere. (See Section on Primary Education and Curriculum).

The Directorate of Public Instruction (DPI), Schools

Organizational Structure

Chart No. 4 is the organigram of the Directorate of Public Instruction (DPI) Schools. This Directorate is actually in charge of the delivery services system of primary education from the provincial level down to the lowest level of administration in the public school system and its role (as those under it) is central in the study of the management process.

At the apex of the DPI (Schools) structure is the Director, who is assisted by four (4) deputy directors, respectively in charge of planning, administration, teacher training institutions (TTIs) and administration for female education. The Deputy Director for Planning has in his staff, a Senior Research Officer (SRO), a Research Officer (RO), a Planning Officer (PO) and a Junior Assistand Director in charge of budget and accounts. The Deputy Director for Administration has two administrative Assistant Directors (I and II) and a Junior Assistant Director in charge of establishment or internal secretariat matters. The Deputy Director for Teacher Training Institutions (TTIs) is assisted by a senior officer and three (3) Assistant Directors for general, academic, and TTIs. The Deputy Directress for Administration has two Assistant Directors, one for administration and the other, for academic affairs. All these functionaries form the departmental staff at the provincial level. They form the administrative corps of the DPI whose jurisdiction as earlier hinted, extends to the division, district, tehsil, and markaz levels and ultimately to union councils. Each division has a Director of Education (more accurately, a Divisional Director of Education) who has a supporting staff and whose jurisdiction reaches out to the districts. Each district, in turn, has a District Education Officer (DEO) who has also a supporting staff. Under the DEOs are the Deputy District Education Officer at the Tehsil level. At the markaz level are Assistant Education Officers (AEOs). These lower local levels of administration will be looked at in more detail in succeeding pages.

Duties and Functions of DPI (Schools)

The Director of Public Instruction (Schools) is charged with the following specific duties and responsibilities:

1. Advise the provincial government in the formation of education policies relating to the Schools education and see that the approved policies are implemented in their true sense and spirit.

2. Assess the need of the masses in respect of opening new schools and improving existing schools in the province. Direct the preparation of development schemes/plans for approval of the government.

3. Direct the preparation of annual budget regarding expenditure on school education and ensure that it is carefully and economically operated.

4. Responsible for the effective enforcement of administrative, financial and discipline rules in Schools and subordinate offices.

5. Guide the heads of subordinate offices and institutions by paying personal visits in the removal of defects and bottlenecks in the smooth administration and functioning of institutions.

6. Ensure the divisional School directorates, and DEO's offices, and all institutions under his administrative control are functioning properly.

The duties and functions of the Deputy Directors of Public Instruction (DDPIs) and their respective staff relate to their specific areas of designation. The DDPI for Planning assists and advises the Director in respect of planning and development in the Department. The DDPI for Administration assists and guides the heads of respective offices in the smooth running of administration and the respective functions of the offices. The DDPI for Teachers' Training Institutions takes charge of all matters relating to teacher training, while the Deputy Directress for Administration advises on school administration and academic matters relating to female education.

In addition to the field set-up consisting of the divisional, district, tehsil and markaz levels of administration, there are special institutions under the jurisdiction of the Directorate of Public Instruction. These institutions which are headed either by directors or deputy directors, include the 3rd, 4th and Expanded Primary Education Project, the Directorate for Deaf, Dumb and Blind, the Audio-Visual Aids Bureau and the Teacher Education Extension Centre. Of these institutions, the Primary Education Project and the Teacher Education Extension Centre have the most relevance to primary and middle school education. These institutions are covered elsewhere in the Team's Report (see section on Primary Education: Curricula and Instruction).

Division Level

Organizational Structure

It is worth repeating that for school system administrative purposes, the recognized units of local government below the provincial level, e.g., divisions, districts, tehsils, markaz, union councils, serve as convenient nomenclature and administrative units for educational management. Punjab province has officially eight (8) political/local government divisions, 29 districts and 2,367 union councils with varying distribution of population totalling approximately 50 million. Below are the divisions and their respective number of districts and union councils.

Name of Division	District Council (#)	Union Council (#)
Lahore	4	332
Gujranwala	3	401
Rawalpindi	4	244
Sargodha	4	203
Faisalabad	3	327
Multan	4	338
D. G. Khan	4	204
Bahawalpur	3	268
TOTAL	29	2,367

Table 1 shows the statistics at the divisional level with reference to sex and number of students, teachers, primary schools, middle schools and high schools in each division of the entire province of Punjab. These data should reflect the scope and dimensions of educational administration at the division level. They also tell that there are actually eight divisional offices of education in the province.

A typical example of the organizational and administrative structure of the educational system at the division level can be seen in Chart No. 5. The division office is called Directorate of Education and is headed by a Director, assisted by a Deputy Director for male education and a Deputy Directress for female education. Each of these two deputies maintain a separate but parallel line up of supporting staff. Below these deputies are Assistant Directors for administration, teachers training institutions, planning and development, academics and general affairs. In some other divisions, there is also an Assistant Director for litigations. At the same level are Junior Assistant Directors for Establishment and Budget and Accounts and a Registrar, Departmental Examinations. Each of the above offices have support staff which usually consists of a superintendent and a number of assistants, senior clerks, junior clerks and a stenotypist.

The field set-up consists of the district offices which are separate for male and female institutions, and below them, the tehsil offices which are also separate for male and female. The Directorate of Education also oversees government colleges for elementary teachers, government comprehensive high schools and government central model schools.

Duties and Responsibilities of the Directorate of Education (Schools)

Each Director of Education (Schools) is responsible for the administration of his office, DEOs' offices and schools within the division; acts as transferring authority of officers/officials from NPS 5 to NPS 18 and equivalent posts; provides general supervision, guidance and inspection of the DEOs offices and all types of schools of the division; exercises financial control of the whole divisional budget on school education and is responsible for the opening/improvement of existing schools in the division. He is also responsible not only for the "direction dimension and quality of primary, middle and high school education" but also for "adult literacy and rural education programmes." His job focuses on the following major responsibilities: provision, promotion and maintenance of good quality school education in the region; ensuring proper development of all persons (pupils and staff) in school education in the region irrespective of sex, social background or creed; promotion of adult and community literacy in the region; overall control of school education; general administration of the services and facilities for school education in the region; and supervision for personnel, instructional and facilities improvement in school education.

The above major responsibilities can be further sub-divided into the following duties: implement the policies of the government in school education; convey the instructions of the government to subordinate offices and to institutions and to see that they are fully carried out; provide all sorts of data with regard to the schools in the region to the department and other agencies; exercise administrative control over the officer/officials working within his jurisdiction; guide the inspection/supervisory staff to ensure the progress of educational programmes and pupil welfare; help and supervise all the officers/officials in the directorate and the institutions in the region; guide the field staff in all educational and academic matters; adjustment of officials within the region; promote the cause of education to keep its standards consistent with the demands of the country and needs of the times; help in the organization of refresher courses for teachers at the various levels of school education; coordinate thework of all the districts in the region on school education; provide facilities to the field staff to keep them aware of the modern trends of education in the more advanced countries; see that each institution in the region has all the facilities necessary to impart effective, purposeful and meaningful education; provide and distribute funds for development of the educational institutions with regard to the building, purchase of materials and students' welfare; award all kinds of scholarships for which government is the awarding agency; help and guide the field staff in identifying talented students for scholarships and other prizes; hold all the professional examinations in addition to the Primary, Middle and High School examination in the region; provide guidance and help to the secretariat in the making, innovation and reorientation of the curriculum at various levels of education; supervise and help subordinate offices and teachers in the institutions in the admission of pupils; provide general supervision to promote efficiency of work in the subordinate offices and institutions in the region; maintain good libraries containing most modern books suitable to the needs of the teachers and the students in the schools; and, coordinate the activities and programmes on school education with the activities and programmes in other levels of education both in the region, the province and the country as a whole.

The duties and functions of the Deputy Directors of Education relate to overall supervision of the Assistant Directors and their support staff in the conduct of their designated responsibilities covering the areas of administration, teachers' training, planning and development, academics/ general affairs, establishment, budget and accounts and departmental examination.

The administrative functions cover personnel matters pertaining to nationalized and provincialized cadres (gazetted officers); headmasters; assistant directors; District Education Officers; Deputy DEOs; move-over cases and enquiry cases; selection grade; study leaves and interdivisional transfers. Those of planning and development cover monthly reports on Annual Development Plans (ADPs), preparation of ADP and PC-1 forms, feasibility reports, special repairs, construction of school building and minor works.

The academic and general affairs functions cover refresher courses through the Teacher Education Extension Centre, nomination of teachers for general courses, national incentive schemes for the promotion of primary education, civil defence courses and Primary Teacher Certificate (PTC) and Teacher Certificate (CT) admission cases on merit. They also include nominations for teacher scholarships abroad, boy scouts/girl guide, administrative technical inspection reports and purchases out of available funds. The functions of the Establishment section relate to promotion of ministerial staff, transfers of staff personnel, reimbursement of medical charges, grants of leave to secretarial staff, including litigation cases.

The duties and functions of the Budget and Accounts section relate to preparation, supervision and distribution of budget and revised budget, control over receipts and expenditures, all kinds of advances, reconciliation of expenditures, T.A. bills, audit objections, meetings of Public Accounts Committee and other duties as assigned by the Director of Education. The Junior Assistant Director of this section is also a drawing and disbursing officer. The Office of the Registrar, Departmental Examinations is responsible for the following functions: control of departmental examinations, i.e. Middle, PTC, JDPE, SDPE, CT, Arts and Crafts, etc.; appointment of Superintendents, Assistant Superintendents, Invigilators, Head Examiners, Examiners, Practical Examiners in connection with the Departmental Examinations; tabulation and declaration of results; issue of certificates; stationery for examinations; unfair means cases; other duties as assigned by the Director and act as drawing and disbursing officer in connection with the examinations and control over expenditures.

District Level

Organizational Structure

For background purposes, it is useful to note that until 1962, primary education was neither a national nor a provincial subject. It was, in fact, a District subject and had been since the early years of British India, when the chief British officer-in-charge of a district (usually referred to as Deputy Commissioner, the Commissioner being at the division level) was the direct representative of the British crown and had extensive combined judicial, legislative and executive powers to govern, with the advice of local advisory groups. Then, as now, the district is still the most focal and strategic post in respect of primary, as well as middle and high school education, albeit its role has been diminished to the extent that it has now to contend with policy guidance from above and depend on additional funds from external sources to carry out educational development projects.

There are 29 districts in Punjab province. Each district has an Office of Education under a District Education Officer (DEO). There are separate DEOs for male and female institutions. The management structure of education at the district level is not always identical for all the districts, but the variations, due mainly to size in area and population, do not alter the basic pattern. A typical example is shown in Chart No. 6.

The District Education Officer (hereinafter referred to as DEO) is responsible for school education within the administrative district and is directly accountable to the Division Director of School Education. In large districts, the DEO normally has a support staff headed by an officer in charge or a Deputy District Education Officer (DDEO) who oversees a staff component, composed of a superintendent and a number of assistants in charge of budget and accounts, establishment, planning and development and general affairs. The line offices below the DEO are the DDEOs, who are in charge of education administration at the tehsil level (often referred to as sub-divisional, but is in fact, on the sub-district level), and the Assistant Education Officers (AEOs) at the markaz level who in Punjab province constitute the bottom of the hierarchical order of educational administration. These last two levels of local management will be dealt with shortly.

Duties and Functions of the DEO

The duties and functions of DEOs (male or female) are enormous and diversified. They require that this functionary be "one and the same time a good teacher, an effective administrator, a good leader, a community educator, and a human relations officer. The scope of the DEOs' responsibilities include:

a. Appointing/transferring authority in respect of posts borne in the District cadre.

b. Duties of drawing and disbursing officer in respect of his own office.

c. Financial control of the budget of primary, middle and high schools in the district.

d. Planning and development work of the district.

e. Assisting and guiding the department in respect of academic matters; and

f. Attending all other matters as District Head of the Education Department.

Random interviews with a number of DEOs during the field visits converged on the following statement of duties:

a. Administration and supervision of all primary, middle and high schools in the entire district.

b. Inspection of middle schools and especially high schools.

c. Supervision of the duties and performance of the DDEOs at both headquarters and tehsil levels.

d. Supervision of the work of AEOs.

e. Resolve litigation cases.

f. Educational planning and development of the district.

g. Attend to repairs of schools, prepare schemes and submit them to Buildings Department through channels.

h. Attend meetings, such as those of the District Coordination committee, Islah Moeshra (community welfare meetings) District Council, Red Cross (Crescent).

i. Protocal and reception arrangements including meeting visitors at the airport, and

j. Making arrangements for celebration of local and national holidays.

The following operational guidelines (abstracted from documentary files) provide a further imagery of the District Education Officer and his/her duties:

1. Up-to-date statistics of the District may be collected and displayed at some prominent place in the office. An organizational chart of the District should also be prepared. Similarly, list of schools indicating names of incharges should always be kept up-to-date.

2. A regular programme of inspection of High/Middle/Primary schools should be chalked out every month. The AEOs should inspect primary schools and write their inspection notes there and then. Copies of such inspection notes should be supplied to the office of DEO who should take suitable action with follow-up programme. Similarly, High/Middle schools should be inspected by DEO/DDEO. In the case of girls institutions, by DDEO (W). Inspection reports should be written and copies endorsed to the divisional directorates. These inspection reports should be followed up in order to remove defects pointed out during the course of inspection.

3. Institution-wise files should be opened in which all the bio-data of the institution should be incorporated. The inspection notes pertaining to each institution should be dealt with in the relevant file. The AEOs should also maintain their inspection reports files.

4. Office Work

   One Diary and one Despatch Register for the whole district office may be opened. The letters received from higher offices should be entered/despatched in red ink in order to keep these conspicuous. The Diary register should be maintained in such a manner that further disposal of each reference is indicated. Weekly/fortnightly arrears statements should be prepared by the Receipt Clerk and presented to the DEO through the superintendent. It should be the duty of the superintendent to see that all such references are disposed of within the shortest possible time. The correct maintenance of Service Stamp Register is most important.

5. The distribution chart of the office work should be prepared and every official should be kept aware of his definite assignment. The superintendent of the office should see that the work is distributed equally and no one is over-burdened or anyone is assigned less work.

6. The Index register year wise/headwise should be opened. All the files should be entered in the Index register and number marked before opening.

7. An establishment check register should be opened cadre-wise indicating therein the sanctioned No. of posts. All the postings/ transfers much be entered in the establishment check register in pencil in the first instance immediately after their proper joining/ relieving reports are received in the district office. Utmost care should be taken to maintain the establishment check register quite up-to-date all the time as this would form a basis for exercising proper control over the whole establishment. Similar registers should also be maintained by AEOs.

8. The file should be maintained in proper order, quite clean and tidy with tags. There should be noting part and a correspondence file both page-numbered.

9. All the Reference Books, i.e., CSR, PFR, Delegation of Powers, Leave Rules, T.A. rules, Pension Guide, Revision of Pay Scales, etc., etc., should be made available in the district office immediately if not already done to serve as guideline.

10. A proper file containing proceedings of the Departmental Recruitment Committee should be maintained. All the Government instructions received in this behalf should be made available on this file and decisions taken by the Departmental Recruitment Committee should be recorded properly under the signatures of all members of committee. The merit lists of candidates cadre-wise should be kept in a proper file and all appointments should be made according to the merit assigned by the committee.

11. A proper system of making payment of salary to the teachers should be evolved. AEOs have already been declared as Drawing and Disbursing Officers. These bills should be prepared/checked in the office of AEO from the Establishment Check Register and presented to the District Accounts Officer for payment.

12. Separate Cash book for each sub-head should be opened. Similarly, separately contingencies registers should also be started. The official deputed to handle government cash should be asked to deposit necessary security under the Rules.

13. The file dealing with the budget of the District under each sub-head should be opened. It should be watched that the expenditure is spread over equally in 12 months and there is no excess under any head. An action plan should be prepared for this purpose.

14. Monthly expenditure statements under each sub-head should be prepared and reconciled with the District Accounts Officer. Such statements should be obtained from High schools by the 10th of each month pertaining to the previous month. Strict such orders are issued and in red ink after watch should be exercised over this important assignment as otherwise there are chances of embezzlement/deflactions of government money. The District office can exercise vigilant control over the expenditure of each institution from the monthly expenditure statements and if any institution is found spending more than the sanctioned budget or even spending undue amount over some item of novel nature, these can be pointed out immediately and rectified.

15. The Accounts of the District would be audited over one year but certain audit notes pertaining to the previous years must have been received from the Audit office and relevant file should be opened and efforts should be started to remove the audit objections. Internal audit of all subordinate offices/institutions should also be conducted during the year.

16. There are certain definite orders/instructions of the government in regard to making local purchases and issue of sanctions. Copies of all such instructions should be collected on personal level and maintained in a proper file to serve as guidelines for the District office.

17. Travel Allowance (T.A.) check register should be opened sub-head wise in which all the entries should be authenticated by DDO.

18. Proper attention should be given to disbursement of scholarships to the deserving students. There is a tendency that scholarships are paid very late and in some cases after the students have left the studies. Strenuous efforts should be made in this regard to ensure timely payment of scholarships to the deserving students. A proper file along with a register containing merit of each candidate should be kept ready in order to avoid delay in this important work.

19. The District office is required to send SNE cases by the end of September to the divisional directorates. In the SNE cases, new schemes/additional posts required in the District are supplied along with supporting data justifying the demand. The exercise in this regard may be started well before the target date so that such demands are consolidated and supplied to the divisional directorates in time. Piece-meal demand of additional posts and other new schemes should be avoided as these are of no use. There is a tendency that whenever any head of the institution thinks that some post is needed by him, a reference is made to higher authorities. This is not a correct procedure. There is a definite time fixed for consideration of such demands in the Finance Department and if this time limit is not adhered to, no scheme/demand is likely to be accepted. It should be ensured that proper justification should be submitted.

20. A proper acquittance roll should be maintained and all payments authenticated by DDO.

21. A telephone register should be maintained in which all trunk calls should be entered. The purpose of trunk calls is also required to be indicated in the register. A register should be maintained in which telephone numbers, of all higher/lower/local officers/offices with whom frequent contact is made should be entered.

22. In accordance with the directives of CMLA/MLA the whole office and its premises have to be kept clean and tidy. A duty officer should be appointed who should visit the office and premises daily to ensure that cleanliness is maintained. A vigilance officer should also be nominated.

23. A separate file should be maintained for dealing with the directives issued by the CMLA/MLA. Every directive should be dealt with in a separate file but there should be a general file which should indicate the up-to-date position of each directive at a glance.

24. A detailed directive has been issued by government in which instructions have been issued for the writing and maintainance of Character Rolls. These should be followed in letter and spirit. The Character Rolls should be kept in a most up-to-date condition. A movement Register of CRs should also be maintained.

25. Efforts should be made to keep the service books complete and up-to-date. This is a most important record. Similarly, a movement Register should be maintained.

26. Government cash should be kept in a proper safe. It should be operated with duplicate keys, one key should be kept within the cashier and the other by the DDO.

27. A register indicating all civil suits in the District should be maintained and its progress watched promptly and reported to higher officers.

28. A list of school buildings owned by government/rented/evacuees trust property/Requisitioned should be maintained.

Tehsil/Markaz Levels

Organizational Structure

The organizational structure of education at these levels which, as earlier hinted, constitute the bottom portion of the hierarchical order of educational administration in the province, invariably consists of the office of the Deputy District Education Offices at the tehsil level who may or may not have secretarial help, and those of AEOs at the markaz level. Field visits revealed that these offices are mainly one-person offices in fact barely equipped with the normal amenities of an office. No organizational chart other than those reflected in the district organization chart were found.

Duties and Responsibilities

1. Deputy District Education Officer

A "Charter of Duties for the DDEOs (Male/Female) in the Punjab" issued on December 22, 1985 by the Provincial Department of Education enumerated the following duties and responsibilities of this post which appeared to have been created only in recent months.

A. General

1. be the representative of the Education Department (school side) at sub-divisional/tehsil level;

2. collect and keep up-to-date information/data/statistics of the number of students/teachers, academic performance, results and scholarships, sports, properties, including land and buildings, etc.

3. be the chief executive and supervise Middle schools in his sub-division/tehsil and as such will be responsible for smooth working of middle schools both administratively and academically;

4. control the working of Primary schools in his sub-division/ tehsil through AEOs;

B. Administrative

5. exercise all powers such as appointment/punishment, grant of leave, etc., to PTC teachers and will maintain their service and other record;

6. write ACRs of Headmasters of Middle Schools and AEOs of his sub-division/tehsil and countersign ACRs recorded by AEOs and others in his sub-division/tehsil;

7. be the transferring authorities of all teachers from BS-7 to BS-9 within their sub-division/tehsil and such transfers from sub-division/tehsil will be routed through him;

C. Inspection

8. carry out 100% inspection of Middle Schools thrice a year;

9. inspect at least 25% of Primary schools;

10. submit their inspection reports regularly to District Education Officers;

11. check and supervise the inspection work of AEOs;

12. be the controlling officer of T.A. bills of all teaching and non-teaching staff in their sub-division/tehsil and verify the T.A. claims of AEOs and check their tour diaries;

D. Financial

13. be drawing and disbursing officers for themselves and their offices;

14. sanction the utilization of funds of boys/girls Middle/Primary schools of their sub-division/tehsil;

E. Academic

15. help the Director of Education in conducting departmental Middle Standard examination;

16. help the DEOs in conducting 5th class scholarship examination in their sub-division/tehsil.

17. maintain all record of scholarship holders of their sub-division/tehsil and be responsible for payment of scholarship awarded on the basis of 5th class examination to be paid in class VI-VIII;

18. be responsible for conducting final examination of class-V;

19. submit annual return to DEO on academic achievements of all Primary/Middle schools with recommendations for good or bad performance for teachers, headmasters and supervisors;

20. will report annually on the text books and teaching aids such as audio-visual aid maps, charts, etc., to the DEO;

F. Planning and Development

21. provide all feasibility reports, survey data, statistics, etc. to DEO;

22. coordinate with all other departments in development activities;

G. Miscellaneous

23. coordinate and keep liaison with civil authorities and other departments at the sub-division/tehsil level for all kinds of official duties/functions;

24. supervise the literacy campaign in the sub-division/tehsil;

25. supervise the law and order situation in the institution of their sub-division/tehsil;

26. conduct survey regarding promotion of elementary education in the primary and middle schools.

The Charter added the following clarification to their role:

> "The DEOs will continue to have over all control over all the Deputy District Education Officers and Assistant Education Officers in the District. The D.E.Os will be the Reporting Officers for Dy.D.E.Os and countersigning authorities for A.E.Os and for such other categories of officers whose reports are to be initiated by the Dy.D.E.Os. The Dy.D.E.Os incharge of sub-Division/Tehsil will not form a part of the office of D.E.O. and will enjoy independent entity.
>
> The Dy.D.E.Os will be category IV officers for the purpose of delegation of powers under Financial Rules and the Powers of Re-Appropriation Rules, 1962.
>
> The existing purchase arrangement will continue and the Dy.D.E.Os will not be associated with Purchase Committees. The Dy.D.E.Os will also not attend Markaz Council meetings. The Dy.D.E.Os will conduct enquiries but will not act as fullfledged Enquiry Officers."

2. Assistant Education Officer (AEOs)

The AEOs who are "subordinate to the DDEOs" have the following duties and responsibilities:

1. Supervision and inspection of primary schools.
2. Drawing and disbursing officer for primary and middle school teachers, including purchase of materials within limits of budgetary allocation.
3. Supervision of site openings and up-grading of primary/middle schools.
4. Disposal of complaints/applications relating to primary schools.
5. Assisting DDEOs and DEOs at tehsil/district levels in urgent affairs.
6. Promoting community relations and attending meetings at union council and markaz levels for the betterment of education.
7. Performance of national intrust like elections, referendums and preparation of electoral rolls.
8. Conduct of promotion examination up to primary stage (Class 5).
9. Conduct of refresher courses and seminars for primary school teachers, and
10. Other duties as may be necessary concerning primary education.

3. The Headmasters/Headmistress

The Headmasters and Headmistresses are in charge of individual schools. They are responsible for the smooth operation of their respective schools, both in the quality of instruction and in the proper maintenance of the school and its facilities. In addition to administrative duties which consists of keeping and maintaining registers and school records, they also conduct classes. Further, they are supposed to supervise the performance of the other teacher(s) in their school. However, in practice, they themselves are the objects of supervision by the AEOs.

In some of the districts designated for the Primary Education Project (PEP) under World Bank assistance, a Learning Coordinator (LC) assists Headmasters/mistresses and teachers in their conduct of instruction. In these cases, the LCs actually form a tier between the AEOs and the teachers. The duties and responsibilities of LCs are discussed elsewhere in the Team's report (See Section on Primary Education and Curriculum).

2. NORTH WEST FRONTIER PROVINCE (NWFP)

The North West Frontier Province (NWFP) touches China and Russia along its northern border and Afghanistan towards the West. Exclusive of the Federally Administered Tribal Areas (FATA) bordering Afghanistan, the province has a total population of 11.2 million, a substantial portion of whom live in uplands and hilly regions. The FATA population (according to the 1981 census) is 2.17 million. The province is composed of five divisional areas, 14 districts, 58 tehsils, 1 municipal corporation, 13 municipal committees, 20 town committees, 9 cantonments, 462 union councils and 7,442 villages. The number of primary schools alone had been reported at 7,788, as of June 1984. The number of primary schools in FATA, which are administered by the provincial administration, had been recorded at 1105 for boys and 161 for girls. These local characteristics should reflect some dimensions to the task of educational management in the province.

As in Punjab province, the management structure of the educational system in NWFP consists of the provincial or departmental level at the top and the local units below in the following order: divisions, districts and tehsils. There are, no markaz units as in Punjab. Next to the tehsils are the union councils consisting of the villages and individual schools under headmasters or headmistresses.

Provincial/Departmental Level

Organizational Structure

Chart 7 shows the organization of the Education Department of the province. A Minister of Education is responsible to the provincial governor and cabinet and is basically an advisor to a professional Secretary of Education, who is actually the Chief Executive Officer of the department. The Secretary of Education has a secretariat consisting of three major deputies: a Deputy Secretary I, a Deputy Secretary II and a Chief Planning Officer, each of whom has a number of professional staff assistants in charge of assigned tasks and a number of boards or institutions to monitor and look after on behalf of the Secretary of Education.

The Deputy Secretary I has four Section Officers (in charge, respectively, of Technology, Schools, Agro-Technology, Budget) and an Assistant Administrative Officer. This Deputy monitors the Board of Intermediate and Secondary Education (BISE), the Textbook Board, the Board of Technical Education, the Cadet College and public schools. The Deputy Secretary II has three section officers, namely an SO (General), an SO (Colleges) and an SO (Universities), who assist the deputy in matters pertaining to their designated areas of responsibility. He is responsible for monitoring the universities in the province, such as Peshawar, Gomal and Engineering Universities. The Chief Planning Officer (CPO) has two planning officers and two section officers, all of whom assist in planning and dvelopment tasks. The CPO reports on such projects and special units such as the Primary Education Project (PEP), the Management Unit Study and Training (MUST), and others, including the Pakistan-German Basic Education project, each of which has either a Chairman, a Director or a Project Manager.

The management core of the Department consists of the line directorates, namely the Directorate of Education (Schools), the Directorate of Education (FATA) and the Directorate of Education (Colleges). These directorates are directly responsible to the Secretary of Education for the management of their respective areas of responsibility. Each Directorate has its own staff. Two of these directorates, namely the Directorate of Education (Schools) and the Directorate of Education (FATA), are directly relevant to primary and middle school education and their organizational set-up and functions will be shown after the discussion on the duties and responsibilities of the departmental secretariat.

Duties, Functions and Responsibilities

Interviews with key personnel and documentary review revealed the following inventory/statement of broad areas of roles/duties and responsibilities of the management staff of the secretariat of the Education Department of NWFP.

1. Secretary of Education (NPS 20)

   Interpretation of policy directives issued by the Federal Government, planning, decision-making and to act as top executives; to advise the Minister of Education and to effect coordination between the department and the others in provincial government.

2. Deputy Secretary-I (NPS 19) and SOs

   To advise the Secretary of Education on matters pertaining to the establishment, general rules and regulations connected with non-developmental budget, primary/middle schools, agro- and technical education, intermediate and secondary education, and Textbook Board matters. The SOs assist the Deputy in the above areas of responsibility.

3. Deputy Secretary-II (NPS 19) and SOs

   To advise the Secretary of Education on matters pertaining to the implementation of educational policy, particularly at the higher levels of learning, such as colleges and universities; takes care of professional problems. In these tasks, the Deputy is assisted by the SOs under him.

4. Chief Planning Officer (NPS 19)

   To assist and advise the Secretary of Education on matters concerning planning and development, preparation of the annual development plans (ADP), formulation of schemes, getting schemes approval from the provincial authority (Department of Planning and Development) and releasing of administrative approval; to deal with matters pertaining to implementation and performance of the development plan. The four SOs under the CPO assist in the tasks above mentioned.

5. Institutional Heads

The heads of the various institutions such as the Board of Intermediate and Secondary Education, Textbook Boards, Technical Education, etc. are charged with the responsibility of implementing policy directives pertinent to their designated areas or project, recommending appropriate action to the Secretary of Education, implementation of planning schemes, auditing accounts of their respective offices and coordinating activities with other wings in the department. To the list of institutions should be added the provincial Bureau of Curriculum.

This bureau is operationally a regional office of the Curriculum Wing of the Federal Ministry of Education, and as its nomenclature implies, it is in charge of the development and distribution of curriculum materials and textbooks in coordination with the National Curricula guidelines and the Textbook Board. For fuller details concerning this Bureau, see Annex to the Chapter on Primary Education and Curriculum.

The Directorate of Education (Schools)

Organizational Structure

This Directorate is the hub of management over primary, middle and secondary schools in the province. Chart No. 8 shows its organizational structure. It is headed by a Director of Education whose rank is next or equal to that of the Secretary of Education. Immediately below him are a Deputy Director (Schools), another Deputy Director for Planning and Development and an Additional Directress (Female). A large number of professional staff compose the directorate secretariat. The most notable are the Assistant Directors for Establishment, Physical Education (one for male and another for female schools), Budget and Accounts, Audit, Extension Training, Agro-Technical Education, Private Schools, General Affairs, Planning, Education and Statistics. The other offices include an administrative officer, a statistical officer and senior staff in charge of secondary schools.

The field components, which make up the line levels of management, include five divisional directors of education (covering the five divisions into which the province is divided) each of which has its own organization and secretariat staff. Below the divisional directorate are the district and tehsil education offices. These lower levels of administration will be dealt with shortly.

Duties and Responsibilities

The following are the functions and duties of the key personnel in the Directorate based on documentary review and interviews with personnel concerned:

1. Director of Education (Schools), NWFP

To provide guidance, supervision and control of the main directorate and all subordinate offices and institutions in the province concerning school instruction, budgetary matters, both developmental and non-developmental;

control over the training of teachers, both pre-service and in-service, organized by the Provincial Bureau of Curriculum; to represent the Department in various meetings, such as those of the Departmental Accounts Committee, BISE, Planning and Development, Textbook Board, etc. The Director is also the transferring authority of personnel from grades 17 to 19 and the appointing authority for BPS-16. Concurrently, he is the appellant authority of personnel from 06 to B-16.

2. Deputy Director (Schools), NWFP

Assists the Director of Education in his tasks; acts as drawing and disbursing officer of the Directorate; supervises the staff and employees, and handles general correspondence as well as budgetary matters.

3. Deputy Director, Planning and Development

Assists the Director of Education (S) in developmental cases; prepares annual development plans and other schemes and oversees their implementation; deals with supply of equipment under development schemes, repairs of buildings of the education department and controls the planning cases of all the divisions in the province.

4. Additional Directress (F)

Assists the Director of Education (S) in all cases pertaining to female education, e.g. establishment and preparation of Annual Confidential Reports (ACRs), gradation lists B-8 to 17, disciplinary cases and general correspondence on the female side.

5. Assistant Directors (AD)

The areas designated after each Assistant Director denote the duties and functions of these functionaries. Thus, the Assistant Director for Establishment is in charge of cases and problems pertaining to the maintenance and supplies of the establishment. The AD (Physical - Women) assists the Additional Directress in cases regarding physical education and sports. The AD (Agro-Technical) deals with agro-technical subjects. A document adds that he is also in charge of helping the registry of birth dates of students and deals with the tour notes of Divisional Directors of Education and District Education Officers. The Administration Officer is directly in charge of personnel records and other administrative duties. The AD on Budget and Accounts assist the Deputy Director of Schools in matters pertaining to accounts, including those of the divisional directors of education, D.C. bills, expenditures and reconciliations, G. P. Funds of all sorts of advances, and preparation of working papers for the Departmental Accounts Committee. The AD (Audit), a recently added post, is in charge of auditing budget and accounts and cases relevant thereto. The AD (Extension and Training) deals with in-service courses; general correspondence courses; merit scholarships; stipends for trainees; foreign scholarship cases; nomination of all sorts of Establishment cases from BPS 5 to 12, inter-division and provincial transfers of teachers, preparation of gradation lists, conformation lists and selection grade of BPS

Nos. 7 to 9 of all categories of teachers; BPS rules and pension cases of gazetted offices. The AD (Physical Education - Male) is in charge of physical education and sports for male education. In addition, he deals with tree planting projects, civil defence courses and celebration of national holidays and important days.

The AD (Private Schools) assists the Deputy Director of Schools in cases relating to private schools, as well as rules, regulations and establishment cases of BPS 15 to 19 and Annual Confidential Reports (ACRs) on gazetted offices. The AD (General) is in charge of cases pertainint to MUST (Management Unit for Study and Training), Textbook Board, pre-service training, AIOU (Open University) and NIPA (National Institute of Public Administration) training programs and general correspondence concerning curriculum, textbooks, etc. The Registrar, Departmental Examinations is in charge of the control of departmental examinations (e.g., middle, PTC), appointment of examiners, tabulation and declaration of results and related duties including the issuance of certificates. The AD (Planning) assists the Deputy Director (P&D) and, in addition, prepares quarterly reports on educational policy and progress. The rest of the functionaries relate to duties and responsibilities within the scope of planning and development matters.

Divisional Level

Organizational Structure

Chart No. 9 shows the organization of a divisional directorate of education in the province. As earlier hinted, there are five divisional directorates of education. All, however, are basically similar, if not identical, in their organizational structure. Heading the structure is the Divisional Director of Education (DDE), who is assisted by a Deputy Director (male) and a Deputy Directress (W). Three Assistant Directors deal with, respectively, administration, planning and development, and audit responsibilities. At the same level is a Budget and Accounts officer. Directly responsible to the Divisional Director of Education are the District Education offices.

Duties and Responsibilities

1. The Divisional Director of Education (S)

   A. Administration and Inspection

   Responsible for the organization of public instruction in the division (which encompasses districts, tehsils, union councils, schools); appointment (in schools and offices of the division) of Senior English Teachers (SETs), Workshop Instructors (WI), Certificate of Teaching (CT), Assistant Workshop Instructors (AWIs), Senior Vernacular/Oriental Language/Arabic Teacher (SV/OT/AT), Drawing Masters (DMs), Physical Education Teachers (PETs), senior and junior clerks, and steno-typists; appellate authority in cases of punishment by District Education officers; has authority to punish a person in the Directorate and write confidential reports on the Deputy Director, Deputy Directress and District Education Officer, countersigns annual confidential reports and recommends a proposed action or transfer or against Deputy Director/Directress and DEOs in the division.

B. Planning and Development

Coordination of the work of DEOs in the division regarding planning and development and statistics; receives and conveys information requested by the provincial directorate to and from the DEOs; represents the division in the Divisional Development Committee; inspects construction work and repair of buildings; and provides over-all supervision of planning and development work in the division.

C. Audit Functions

Supervision and finalization of audit paras, internal audit observations and settlement of audit paras; supervision and recommendations on annotated reply to decide the audit observations; comments and recommendations on advance paras of audit objection; supervision and grant of sanction of up to Rs. 200 to gazetted staff of offices and institutions; grant of ex post facto sanction of cases of various nature in accordance with the rules of delegation of powers; and supervision and recommendation pertaining to condonation of irregularities.

D. Financial Powers

Controls the utilization of the annual budget at the division level; has power to sanction the incurrence of expenditure up to limits provided by the NWFP Delegation of Power rules of 1981.

2. Deputy Divisional Directress of Education (Schools)

Deals with cases of all categories concerning female offices and institutions in the Division after approval by the Divisional Director of Education and follow-up of what is required by higher authorities from subordinate offices.

3. Deputy Divisional Director of Education (Schools)

Serves as drawing and disbursing officer for all incumbents of the local directorate; follows-up what is required by higher authorities from subordinate offices; signs each and every information/case issued either to higher or subordinate offices after approval of the DDE with respect to establishment and general matters, budget and accounts, and audit; writes Annual Confidential Reports on Grade 17 officers of the local directorate and countersigns ACRs on 17 selection grade teaching staff, as authorized by the DDE.

4. Assistant Divisional Directors of Education (ADDEO)

These functionaries assist the above officers in the areas designated after their titles. One of them deals with administration and school affairs. The ADDEO (Planning and Development) assists in the planning and development tasks of the division. The other two deal with budget/accounts and audit respectively.

District Level

Organizational Structure

Each of the fourteen districts in the NWFP has a District Education Office for males and another for females. Each is under the charge of a District Education Officer (DEO) who is accountable upwards to the Divisional Director of Education having jurisdiction over the district. A typical organization of a District Education Office is shown in Chart 10.

Below the DEO is a Deputy and four Assistant DEOs in charge, respectively, of Physical Education and Sports, Budget and Accounts, Planning and Development and Inspection. Secretarial staff is provided by two staff assistants and two junior clerks. The ADEO for Inspection has a superintendent who has five support staff: two senior clerks, one junior clerk, a dispatcher and a diarist.

The field or line components of the District Education Office are the Sub-Divisional Education Offices in the tehsils within the district. Each is under a Sub-Divisional Education Officer (SDEO), who in turn has Assistant Sub-Divisional Education Officers (ASDEOs) in charge of respective schools at the Union Council and village levels. This bottom level in educational administration will be dealt with in the next few pages.

Duties and Responsibilities

1. The District Education Officer (DEO)

Responsible for the organization and efficient management of public instruction in the district; has general authority over secondary, middle and primary schools; supervises and monitors performance of subordinate officers, e.g. Deputy DEOs (DDEO), ADEOs, SDEOs and ASDEOs; provides supervision and professional guidance to teachers.

The DEO's responsibilities can be grouped into two major areas: (1) those pertaining to the District Office itself, and (2) those relating to schools. The first includes duties and responsibilities related to financial administration, planning and development, personnel and staff secretariat matters and office efficiency. The second involves inspection and supervision and guidance of teachers.

The following is a detailed narration of the DEO's duties and responsibilities based on a document.

A. At the District Office

The DEO shall spend 3 days of each week attending to his responsibilities in the office and when the schools are closed, the DEO will spend six days in the office, or in the Secretary of Education. The DEO is responsible for planning and scheduling his administrative responsibilities in such a way that the ratio of 3 days in school and 3 days in the office is adhered to, allowing, of course, for exigencies of the service. His administrative duties include the following:

i. Financial Duties: oversees preparation of annual budget and accounts statements for the district; audit monthly expenditures and statements, and exercise control over budget to the amount of Rs. 100 million.

ii. Development: responsible for the collection of accurate data and information required for planning; transmission of these data to the planning officer as required; (these tasks can be and are actually delegated to an assistant, but the DEO must assume final responsibility for the work). In building programs, the DEO will be responsible for the selection of sites for new buildings and for project supervision while buildings are being constructed; inspection of construction and other formalities required for completion and handing over of buildings; any interdepartmental cooperation which may be involved; and duly consider the completion certificates given by Headmaster/Headmistress in case of high schools and by SDEOs in case of middle and primary schools before taking/handing over the building.

iii. Personnel and Establishment: Shall make entries in the Annual Confidential Reports (ACRs) of the high school headmaster/mistress and staff of his own office as a reporting officer; make recommendations to the BISE, Registrar, Departmental Examinations and Universities for the appointment of supervisory staff and examiners for different examinations; perform other administrative powers which may be delegated by the government of NWFP.

iv. Office Efficiency: Responsible for the overall supervision of the DEO office staff and must ensure a high standard of efficiency in the office, especially in such matters as communication, correspondence, official records and financial records.

B. In Schools

i. General

Inspection of schools and supervision of the quality of education in the schools is the first concern of the DEO and the ADEOs. The DEO should spend at least 3 out of 6 school days in this function in such a way that every high school be visited at least twice during the academic year and primary schools which fall in the way. The present ratio of DEOs to schools does not allow for many visits to individual schools, hence the formal inspection functions will predominate for some time. However, the DEO should endeavor to carry out this responsibility, according to modern concepts of professional leadership and educational guidance.

ii. Inspection

An official inspection must be carried out of each school at least once per year. At least two weeks notice should be given for this type of visit. Other visits (e.g., informal/surprise) for follow-up or general supervision do not require formal notice. A formal inspection should be concerned with the following:

a. School Records

Attendance Register; Stock Register; Diary Despatch Register, Cashbook, Contingency Register, Issue Register, Library Register, Funds Register and Observation Books.

b. General Classroom Conditions

Cleanliness and general condition; state of furniture and equipment; personal belongings; and, books of students.

c. Standard of Teaching

Time-table work plan; preparation by teachers, students workbooks; aids and equipment' practical work and field activities; science laboratory; library books and workshop equipment.

d. School Facilities

Condition of building sanitation, lawns and grounds; agricultural activities; technical, vocational and physical activities.

The inspection visit should include discussion with Headmasters/Headmistresses and teachers of matters arising from the visit. The DEO should note his comments in the school log-book and the comments should be positive and constructive.

iii. Supervision

a. While inspection is primarily concerned with control and administrative efficiency, supervision is concerned with the quality of what is happening in the schools. This aspect of the DEO's role should be concerned with quality of education, including intent of curriculum, teaching methods, teacher-pupil relations and the overall learning climate within the school; planning of work, lesson preparation and individual classroom planning; development of teachers as professional people.

b. The DEO should assist Headmasters/Headmistresses to develop effective supervisory programs in their schools, aimed at developing more effective learning situations and reducing the rate of pupil drop-out.

c. Likewise, the DEO should exercise leadership in the schools and in the communities. The DEO is the direct representative of the provincial education department at the district level and therefore, his attitude and work must reflect the educational philosophy and policies of the province. He acts as liaison officer between the schools and the community at official ceremonies, social welfare, etc.

d. Lastly, the DEO will be responsible for the effectiveness of the supervisory work carried out by the DDEO and ADEO.

2. The Deputy District Education Officer (DDEO)

   a. Jointly plans programs for supervision of the schools and carried out the programs in the company of the ADEO or alone under the guidance of the DEO; assist the DEO in the performance of his office duties; shall be held responsible for planning and statistics of the district.

   b. As the drawing and disbursing officer, the DDEO shall ensure that the bills are not left pending without concrete reason and that entries to the effect are made immediately and regularly in the cash book/contingency register, etc.

   c. Shall ensure the smooth working of the office and implementation of orders/policies in behalf of the DEO and shall carry out any other duties assigned by his DEO.

3. The Assistant District Education Officer (ADEO) for Inspection

   a. Acts as a professional guide and colleague of the teacher; keeps the teacher abreast of educational and social developments and stimulate their professional growth; assists the DEO or DDEO at the time of visit to a school or in the performance of his/her duties.

   b. Schedules the surprise and annual tour program of the DEO and arranges for the supervision of the work of SDEOs and ASDEOs regarding their inspection and supervision of middle and primary schools.

   c. Manages pre-service and in-service training of all categories of teachers/offices in the district and recommend teachers for the training course.

   d. Collects all sorts of educational information and keeps the record of middle school scholarships as well as primary and secondary school scholarships.

   e. Ensure upgrading of the professional competencies of the teachers by supplying instructional materials to the schools, and evaluates/follows-up on inservice training programs as well as inspection remarks of the DEO and other officers.

4. The Other ADEOs

The duties and functions of the other ADEOs in the district education office can be gleaned from their designated areas of responsibility. The ADEO for Physical Education and Sports is in charge of the supervision of physical education teachers and activities. He arranges inservice training of Physical Education and Sports teachers and supervises all the extra and co-curricular activities of the schools in the district. He is also a member of the tournament committee of high schools. In addition, he has the authority over transfers, appointment and all other service matters of the physical education teachers in his district. The ADEO on Budget and Accounts audits goverment and pupil funds as well as accounts of SDEO offices; prepares proposed budget and monthly expenditure statements; watch over receipts, Travel Allowance bills, tour statements and the like. The ADEO on Planning and Development is in charge of the preparation of ADP proposals on such matters as establishment of new primary schools, upgradation from primary to middle status, reconstruction of primary schools and other related matters including implementation of schemes.

5. The Secretariat and Clerical Staff

The ADEOs usually have assistants and junior or senior clerks to provide secretarial and clerical assistance. The ADEO on Inspection is often assisted by a Superintendent who, in turn, is in charge of a number of senior and junior clerks, including a despatcher and a diarist.

Sub-Divisional/Tehsil Level

Organizational Structure

Chart No. 11 shows the management structure of education at the sub-divisional or tehsil level. The chief education officer at this level is the Sub-Divisional Education officer (SDEO). Assisting him in his duties and functions are Assistant Sub-Divisional Education Officers (ASDEOs), the total number of which depends upon the number of Union Councils in the Tehsil. The ASDEOs form the immediate links between the educational hierarchy and the Headmaster/Headmistres of schools in the villages. Each has an assigned number of schools to look after. It is usual for a number of ASDEOs to be holding office in the same building as the SDEOs. Some, however, maintain one-man offices in the field. The clerical staff for the SDEO is usually composed of an assistant, a senior clerk and two junior clerks, all of whom assist in the discharge of administrative responsibilities as well as provide secretarial and clerical services.

Duties and Responsibilities

1. The Sub-Divisional Education Officer

Documentary review and interviews with a number of SDEOs indicated that the SDEO is responsible mainly for the inspection and supervision of:

a. Government primary schools and government middle schools in the Sub-division.

b. Private schools (at primary and middle level) functioning in the area.

c. Collection of statistical data for establishment of primary schools and upgradation.

d. Transfers of all PTC teachers in the Sub-division.

e. Posting and transfers of Class IV civil servants in the area.

f. Drawing and payment of salary of all the teachers up to BPS-15 working in government primary and middle schools in the Sub-division.

g. Checking and compilation of service books of all the employees in the government schools.

h. Purchase of equipment (e.g., science, sports gears and furniture) for all the government primary and middle schools.

i. Inspection of all the government primary and middle schools in the Sub-division.

Some specific data would be useful in understanding the duties and overall responsibility of an SDEO. The following number of schools and other related information are directly under the control and supervision of an SDEO in NWFP:

School	Number
Government Primary Schools	394
Government Lower Middle Schools	2
Goverment Middle Schools	33
TOTAL	429

The breakdown of staff working in the above schools are:

Staff	Number
Senior English Teachers (SETs)	33
Certified Teachers (CTs)	40
Senior Vernacular Teachers (SVs)	75
Drawing Masters (DMs)	33
Primary Education Teachers (PETs)	33
Primary Teachers Certificates	1,499
TOTAL	1,713
Class IV Employees	160
TOTAL NUMBER OF PERSONNEL	1,873
TOTAL NUMBER OF STUDENTS	50,339

Thus, in summary, the SDEO has to contend with the management of 429 schools, 1,873 employees and 50,339 students.

2. The Assistant Sub-Division Education Officer (ASDEO)

A review of the written duties assigned to ASDEOs (submitted to the team during the field study) showed that not only are they charged with the responsibility of assisting the SDEO in the inspection and supervision of schools, but they are also required to perform a host of administrative duties. These relate to monthly statistical data; Management Unit Study and Training (MUST) matters; inspection remarks; inquiries; annual confidential reports; selection grades of all categories; checking of qualifications; budget and account matters; purchase cases; general, complaint and court cases; annual development plans; leave cases; custody of books of all categories. The conduct of annual examinations is one of the formal duties of the ASDEO.

3. The Headmaster and Headmistress

The Headmaster and Headmistress of individual schools are in charge of the conduct of classes and the smooth functioning of their separate schools. In addition to teaching duties, they have to keep and maintain requested school records (e.g., attendance, inventory, registers, etc.), and maintain discipline both of teachers and students. As in Punjab Province, they too, are the objects of suspicion by officers in the tehsil and district levels of educational management.

A disscussion of the Directorate of Education, FATA, will complete the management structure of mainstream education in NWFP.

The Directorate of Education

The directorate administers the schools in the Tribal Areas bordering Afganistan and spreading over 27,224 square kilometers, most of which lie in seven contiguous agencies constituting the Federally Administered Tribal Areas (FATA). About 5,310 square kilometers are ditributed in areas called Frontier Regions, controlled by Deputy Commissioners of the Provincal Government of NWFP, which is an agent to the Federal Government of Pakistan. Rural population constitutes 99% of the total inhabitants of FATA. Only about 5% of the population is literate.

Organizational Structure: Duties and Responsibilities

The educatonal administration in FATA is a provincial service and funds/budget provisions are the liabilities of the Federal Government. Chart 12 shows the organizational structure of the Directorate of Education for the area. As indicated, the educational directorate of FATA is headed by a Director of Education. His headquarters is in Peshawar. A Director of Education is the overall controlling and responsible authority for education in FATA. He is assisted by a Deputy Director of Education and a group of Assistant Directors, each of whom is in charge of a separate area which reflects the coverage of their respective duties and responsibilities. As indicated, the directorate has Assistant Directors for Planning and Development, Scholarships, Physical Education, Training and Extension, and Adult Education. It also has a Statistical Officer and a Budget and Accounts Officer of the Directorate.

Directly below the Director of Education are line Agency Inspectors of Schools who are responsible for the administration and supervision of primary and model schools in their respective Agencies and Frontier Regions, which include Khyber Agency and Peshawar Frontier Region, Mohmand Agency, Bajour Agency, Kurram Agency, Orakzai Agency and Kohat Frontier Region, North Waziristan Agency and Banu Frontier Region, and South Waziristan Agency and D.I. Khan Frontier Region.

All heads of High Schools (Male and Female) are under the direct control of the Director of Education, F.A.T.A. There is only one Elementary College (Male) in the area. This is located at Jamrud and is also under the control of the F.A.T.A. Director of Education. Likewise, all intermediate and degree colleges are under the control of the Director of Education.

It is worth noting that there are no divisional or district education officers in F.A.T.A. The counterpart of these officers in the area are the Agency Inspectors of Schools whose duties and functions include:

1. Appointment and transfers of teachers of primary schools
2. Inspection supervision/guidance of teachers of all educational institutions under their respective jurisdictions
3. Drawing and disbursements of salaries of teachers of primary and middle schools (Male and Female)
4. Supply of equipment to schools, and
5. Assisting the Planning and Development Council on opening of new schools

The activities of teachers are checked through the inspection and examination systems of schools and the results produced by the teachers. Annual and provincial examinations compose the primary level testing program. There is as yet no Management Information System in F.A.T.A. It is germane to add that in 1983 there were 1,105 primary schools for boys and 161 for girls in the area. In the same year, the number of male students was 47,044. Female students numbered 3,601. The total number of male primary schools teachers was 3,353 and female teachers numbered 464.

3. BALUCHISTAN PROVINCE

The province of Baluchistan has a land area of 347,000 square kilometers and a population of some 5.3 million people (1981), 84% of whom live in rural areas and 16% in urban centers. Its educational system is currently managed at the provincial level by a Department of Education and at the local levels by District Education Offices which have extension offices in the tehsils within their jurisdiction. The province is divided into 4 divisions (Quetta, Sibi, Kalat and Makran), 17 districts, 46 sub-divisions, 106 tehsil/ sub-tehsils, 1 municipal corporation, 11 municipal committees, 18 town committees and 376 Union Councils. There has been a rapid growth in the number of Union Councils in the last two or three years. Tables 2 and 3 show some basic data on education in Baluchistan.

Provincial Department of Education

Organizational Structure

The present management structure of Baluchistan's educational system is initially shown in Chart No. 13. As in the other provinces of the country, educational administration is lodged in a Department of Education headed by a Minister, who is a political functionary and a Secretary of Education, a career official. The Secretariat's professional staff is composed of an Additional Secretary and two Deputy Secretaries -- one for Planning and Development and the other, for Administration, plus other supporting staff. Two Section Officers (one for Development and the other for Budget and Accounts) assist the Deputy Secretary for Planning and Development. The Deputy Secretary for Administration has four Section Officers, each in charge of a specific area of responsibility, such as Academic, General, Schools and Colleges. A Superintendent completes the staff complement.

Directly responsible to the Secretary of Education are two projects and three directorates, each headed by a Director. These are line offices/ directorates with field components. One of the projects involves the construction of Model Residential Primary Schools, two of which are currently under construction, one in

Zhob and the other in Loralai. The other project is the Primary Education Development Expanded Program (PEDEP) which is a follow-up of the PEP project under World Bank assistance. The three directorates relate to Schools, Colleges and the Bureau of Curriculum and Extesnion Center. Each of these line offices has its own organizational set-up. Of these three directorates, the Directorate of Education (Schools), is the most directly involved with primary education. Chart No. 14 shows the organizational structure of this directorate, along with those of the Director of Education (Colleges) and Bureau of Curriculum and Extension Center.

The Directorate of Education (Schools) is headed by a Director, who is assisted by four Deputy Directors (covering the areas of Planning, Administration, Audit and Accounts and Policy Implementation) and a Deputy Directress. Below these offices are an Assistant Director for Planning, another Assistant Director for Administration, an Administrative Officer, a Statistical Officer, an Accounts Officer, an Audit Officer and a Registrar, Departmental Examinations. A Divisional Education Officer (Female) and an Assistant Divisional Education Officer (also Female) comprise the staff of the Deputy Directress. The field components of the Directorate are composed of the District Education Offices, High School principals, Deputy District Education Offices, Assistant District Education Offices and the Headmasters/ Headmistresses of individual schools. It is worth noting that there are no Divisional Education Offices in the hierarchy except on the female side.

The organizational chart of the other line directorates as shown in the chart are quite self-explanatory. That for the Directorate of Education (Colleges) has little relevance to primary education. That of the Bureau of Curriculum and Extension Center, may, however, be briefly noted here because of its role in curriculum development and teacher training for primary schools (see Section on Primary Education and Curriculum of Team's Report).

Duties and Functions

The duties and functions of the various officials of the Education Department, from the Minister of Education down to the line and field directors, including key personnel in the Department's Secretariat are basically similar, if not identical, with those of their counterparts (or those with similar designations) in both Punjab and NWFP provinces. They may differ in degree, scope and intensity, but not in kind. The nomenclature of the positions as indicated in the Chart are also quite self-explanatory, and reflective of their basic functions and duties, particularly in light of previous discussion. Hence, only an abridged statement of major responsibilities may be necessary.

The Minister of Education and the Education Secretary are, respectively, the spokesman and chief executive on educational policy, planning and guidance. The Additional Secretary is operationally the overseer of the Secretariat staff. The Deputy Secretary for Planning and Development and the Section Officer on Development are in charge of planning and development matters (e.g., preparation of PC-1s, etc), while the Section Officer on Budget and Accounts deals with expenditures and balances. The Deputy Secretary (Adminsitration) and the Section Officers below him deal with academic affairs (e.g., curriculum, implementation of educational policies, teacher training institutes), general administration (e.g., personnel cases, procurement and supply services, selection of students), colleges, (e.g. administration of colleges) and administration of schools. The Superintendent oversees clerical support and maintenance services.

The duties and functions of the line directors and their staff are geared to ensuring the smooth functioning of their respective directorates. As indicated earlier, the directorate most relevant to the management of primary education is the Directorate of Education (Schools). The whole responsibility for the management of schools (primary, middle and high schools, including mosque schools), both for males and females in the entire province, lies with the Director of Education (Schools) and his secretariat and field staff. The Deputy Directors, and their respective Staff Assistants, assist the Director in educational planning and administration, as well as in implementation of educational policies and in budget, audit and account matters. The Registrar of Departmental Examinations is in charge of conducting the required examinations and tabulation of their results. The Deputy Directress is an adviser on female education and is in charge of all cases relating to female schools. In these tasks, she is assisted by her Divisional Education Officer and Assistant Divisional Education Officer and Headmistresses in the field. The duties and functions of District Education Officers and their subordinate staff will be discussed shortly in conjunction with a closer look into the organizational structure of educational management at this level.

District Level

Organizational Structure

Chart No. 15 is a close-up of the organizational structure of a District Education Office in Baluchistan. It is reminded that although the province is divided into four political divisions, there is currently no Divisional Education offices, except on the female side. There are, however, plans for reorganiztion geared, among others, to establish divisional offices. These will be discussed in later pages.

As in the other provinces, the district is the focal point of management of schools in Baluchistan. The District Education Officer (DEO) is the local chief and is assisted by a Deputy District Education Officer (DDEO). The secretariat/support staff is usually composed of a Superintendent who oversees the performance of assistants and senior/junior clerks. The field staff consists of the Assistant District Education Officers (ADEOs), the total number of which depends upon the number of teshils/sub-tehsils within the district. Some may hold office in the same building or location headquarters of the District Education office, but, generally, most maintain offices at the tehsil level. Below the ADEOs are the supervisors (and learning coordinators in the so-called PEP schools) assigned to a specific number of schools. The Headmasters/Headmistresses and teachers of individual schools constitute the bottom of the organizational chart.

Duties and Responsibilities

1. The District Education Officer (DEO)

   A Notification document from the Education Department of the Government of Baluchistan (and confirmed by interviews during the field survey) classifies "the duties and powers" of District Education Officers into (1) Academic Activities, (2) Budget/Account Planning and Drawing and Disbursing Powers and (3) Service Matters.

a. Academic Duties

i. Smooth conduct of education processes in the district.

ii. Inspection of High, Middle and Primary Schools (by himself or through Assistant District Education Officers) in the district.

iii. Proper maintenance and up-keep of educational institutions.

iv. Maintenance of statistics.

v. Extra-curricular duties/activities.

vi. Sports and games.

vii. Secretary, District Education Council.

viii. Award of Scholarship. The DEO will conduct the scholarship exam of V Class and award Middle School Scholarships, both in respect of boys and girls. He will be in charge of all matters pertaining to scholarship in his district and will submit an annual report thereof to the Director of Education (Schools).

b. Budget/Accounts Planning and Drawing and Disbursing Powers

The DEO will be the drawing and disbursing officer in regard to all Establishment Travel Allowance (T.A.) contingencies of primary and middle schools, as well as his own office. Disbursements of pay will be made, however, through Headmasters/ADEOs. He will be responsible for the maintenance of accounts. In addition, he will be in charge of the preparation of budget estimates, annual development plans (ADPs) and project director of all small works in the district relating to education.

c. Service Matters

i. Appointment: the DEO will be the appointing authority in respect of the teaching staff. The appointments will be made through respective selection boards. Likewise, his is the appointing authority for junior clerks and Class IV government servants.

ii. Transferring Authority: He will be the transferring authority in respect of all non-gazetted teaching staff in the district. He will prpose the transfer of Headmasters of High Schools within and out of the district to the Director of Education. Likewise, the DEO has the transferring authority over all ministerial staff in the district.

iii. Controlling Officer and Other Matters: The DEO will be the controlling authority for travel allowances in respect of all gazetted and non-gazetted staff and for sanctioning of leaves, including casual leaves. He also has the authority to suspend in ranks, compulsory retire, remove or dismiss from the service in respect of non-gazetted teaching staff. Likewise, his permission is necessary to appear in examinations, to work as superintendent, deputy superintendent and as invigilators in examinations. Lastly, he has authority over pension cases and in the nomination and selection for inservice training.

2. The Deputy District Education Officer (DDEO)

The duties and functions of the DDEO are contained in a Notification document issued by the Education Department of the Government of Baluchistan on May 12, 1984. The DDEO has academic, administrative, supervisory and developmental responsibilities. The details are as follows:

a. Academic Responsibilities

i. He/She will ensure that the courses of study are completed and the terminal examinations are conducted in middle, primary and mosque schools in accordance with the schedule.

ii. He/She will be responsible for the improvement of standard of Education in primary/mosque/middle schools and literacy centers.

iii. He/She will guide the teachers in improving the quality of their teaching and overcome difficulties in teaching-learning process.

iv. He/She will promote curricular, co-curricular, extra-curricular and sports activities in middle schools.

b. Administrative Responsibilities

i. All the files will be routed through him/her when present at the headquarters.

ii. Annual Confidential Reports in respect of the teachers working in middle schools will be initiated by him/her. He/She will countersign the ACRs of the primary and mosque school teachers.

c. Supervisory Responsibilities

i. He/She will be responsible for regular extensive inspection and supervision and smooth running of primary/mosque schools and literacy centers.

ii. He/She will supervise and coordinate the activities of Assistant District Education Officers, Supervisors and Learning Coordinators.

iii. He/She will be responsible to establish interaction between the community and the school at middle/primary /mosque school and literacy center levels.

d. Developmental Responsibilities

i. He/She will assist the District/Divisional Education Officers in preparation of Annual Develpment Programme and will submit report to the District/Divisional Education Officer of the development schemes pertaining to middle, primary and mosque schools.

ii. He/She will propose the opening of new primary and mosque schools and literacy centers.

iii. All the equipment and textbooks in primary, mosque and middle schools will be applied through him/her.

iv. He/She will be responsible for the collection, compilation and consolidation of all educational statistics in the district.

3. The Assistant District Education Officer (ADEO)

The duties and functions of the ADEO are similarly classified into academic, administrative, supervisory and development responsibilities. They are as follows:

a. Academic Responsibilities

i. He/She will be responsible for the improvement of quality of education.

ii. He/She will promote curricular, co-curricular, extra-curricular and sports activities in primary and mosque schools.

iii. He/She will help primary/mosque school teachers, improve the quality of teaching and overcome problems faced in the teaching and learning process.

iv. He/She will ensure that the courses of study are completed according to the time schedule.

b. Administrative Responsibilities

i. He/She will initiate proposals for the adjustments and transfers of primary and mosque school teachers.

ii. He/She will initiate the Annual Confidential Reports of primary and mosque school teachers.

c. Supervisory Responsibilities

i. He/She will carry-out extensive regular inspection and supervision of primary and mosque schools and will furnish reports to the Deputy District Education Officer.

ii. He/She will ensure that the primary/mosque schools are kept clean and tidy.

d. Development Responsibilities

i. He/She will help the Deputy District Education Officer select suitable locations for the opening of new primary/mosque schools and adult literacy centers.

ii. He/She will submit progress reports to the Deputy District Education Officer on the developmental schemes of the area.

iii. He/She will collect, compile and consolidate the educational statistics of the area and submit them to the Deputy District Education Officer.

3. The Supervisors

The same document defining the duties of the ADEOs enumerates the duties of the supervisors as follows:

a. He/She will guide the primary and mosque school teachers in the improvement of the quality of education.

b. He/She will keep a guard against absenteeism in primary/mosque schools.

c. He/She, along with the teacher, will be responsible for increasing the student enrollment in the school.

d. He/She will establish good relationships with the community and Councillors for the betterment of the schools in his/her jurisdiction.

e. He/She will record impressions in the log book of the school and report to the Assistant District Education Officer.

A concluding portion of the document summarizes the minimum number of visits that all supervisory staff, including the supervisor, should make to schools. The Directive is quoted below:

Tours: The Supervisory staff should frequently and extensively inspect and visit schools of their responsibility but not less than the following minimum number in any case.

	Number of Visits				
Name of Officer	High School	Middle School	Primary School	Mosque School	Adult Literacy Center
Dist./Div. Ed. Officer	4	2	twice	twice	twice
Deputy Dist. Ed. Officer	--	4	thrice	thrice	thrice
Asst. Dist. Ed. Officer	--	6	4	4	4
Supervisor	--	--	12	12	12

4. The Learning Coordinators

The duties and functions of Learning Coordinators in the Primary Education Project (PEP) schools in the province do not appear in any written document and as such they are not well-defined. Based on interviews, however, the Learning Coordinators are understood to conduct local level training in the use of teaching kits, assist teachers by providing guidance and demonstration lessons and help Head Teachers in their community work by identifying causes for non-attendance and organizing parent-teacher meetings.

5. Headmasters/Headmistress

There are no available written materials on the duties and functions of Headmasters/Headmistresses, but these civil servants, as in other provinces, are essentially the school's chief executive. They are solely responsible for the efficient and effective administration of their respective schools and are expected to ensure efficient pupil and staff supervision, effective delivery of instruction, improve the quality of education and facilitate pupil growth and development.

It should be stated, in concluding the discussion on Baluchistan province, that plans to reorganize the Directorate of Education (Schools) are under serious consideration. The expectation is that effective July 1986, there will be four Divisional Directorates of Education under the Directorate of Education to conform with the four divisions into which the province is divided. Below the divisional tier will be, of course, the 17 District Education Offices. The ADEOs will be redesignated as Sub-Division Education Officers (SDEOs). These reorganization moves will make the educational management structure of Baluchistan similar to that of NWFP and the other provinces.

In addition to the above structural and designation changes, there is also a serious move to establish a separate Directorate of Primary Education, which, if successful, may induce the other provinces in the country to follow suit. Chart No. 16 shows the proposed Directorate of Primary Education and is quite self-explanatory. The hope is that the establishment of this new Directorate will solve many educational problems at the grassroots level and contribute to the improvement of primary education in the province.

4. SIND

Sind Province has a total land area of 140,860 square kilometers and a population of some 18.9 million. The province is divided into three educational divisions (formerly into two, called regions). These are Karachi, Hyderabad and Sukkur. There are 15 educational districts for boys and 15 districts for girls schools. The Karachi Division has three districts: Karachi East, Karachi West and Karachi South. Until recently, the Hyderabad Division had twelve districts. With the establishment of the Sukkur Division, the twelve districts were redistributed equally between the two divisions. The six districts under the Hyderabad Division include Hyderabad, Dadu, Badin, Thatta, Tharparkar and Sanghar. The districts in the Sukkur Division are Nawabshah, Khairpur, Sukkur, Shikarpur, Jacobabad and Larkana. The magnitude of basic statistical data on education in the province is shown in Table 4.

Provincial Level: Education and Culture Department

Organizational Structure

Chart No. 17 shows the organizational structure of the Education and Culture Department of Sind province. While the nomenclature of the department differs from those of its counterparts in the other provinces of the country, the organizational pattern is basically similar to those already presented. Minor differences will be pointed out in the course of the discussion. The Department is also politically headed by a Minister of Education and, career- wise, by a Secretary of Education. Three Additional Secretaries (until recently, only one) assist the Secretary of Education, respectively, in three areas of responsibility: Administration, Academics and Planning and Development. Each of the Additional Secretaries has a Deputy Secretary, assisted in turn by a number of Section Officers. In addition to the Deputy Secretaries, there is an Officer on Special Duty (OSD) on Higher Education and a Director of Culture. All these functionaries compose the key personnel in the Department's Secretariat.

The line directorates and field components consist of quite a number of directorates and boards headed either by a Director, a Coordinator or a Board Chairman who are senior officials and directly responsible to the Secretary of Education. The list includes the following:

- Director, School Education, Karachi
- Director, School Education, Hyderabad
- Director, School Education, Sukkur
- Director, College Education, Karachi
- Director, College Education, Hyderabad
- Director, Technical Education, Sind, Karachi
- Director, Planning and Monitoring Cell, Sind, Karachi (This directorate is in the process of integration with the office of the Deputy Secretary for Planning and Development under the Additional Secretary for Planning and Development).
- Director, Sports, Sind, Karachi
- Director, Archives, Sind, Karachi
- Director, Engineering Organization
- Coordinator, Special Priority Projects (Otherwise known as Mosque Schools project).
- Director, Bureau of Curriculum and Extension Wing, Sind, Jamshoro
- Chairman, Board of Intermediate and Secondary Education, Hyderabad
- Chairman, Board of Secondary Education, Karachi
- Chairman, Board of Intermediate Education, Karachi
- Chairman, Board of Intermediate and Secondary Education, Sukkur
- Chairman, Sind Board of Technical Education, Karachi

- Chairman, Sind Textbook Board, Hyderabad
- Chairman, Sindhi Adabi Board, Jamshoro

Of the above line directorates, the most relevant to primary education are the Directorates of School Education in all three Divisions (Karachi, Hyderabad and Sukkur). To these may be added the Directorate of Engineering, the Special Priority Projects and the Bureau of Curriculum and Extension Wing. Chart No. 17 gives a closer picture of the directorate under the Department and a brief coverage of their scope of functions.

Duties and Responsibilities

Previous discussion of the other provincial departments of education make it unnecessary to make a detailed discussion of the duties and responsibili- ties of each of the posts in the Department at the provincial level of administration. The designations and the general areas of responsibility marked for each post reflect the scope of respective duties and functions which are basically similar to their counterparts in other provinces. The Minister of Education serves as an adviser and spokesman for education affairs in the governor's cabinet. The Secretary of Education is directly responsible for overall direction and guidance of public educational administration of the province. The Additional Secretaries and their Section Officers are responsible for the smooth functioning of secretariat management in their respective areas of designation. Overall, the Education and Culture Department deals with the following subjects:

1. General Education and Development
    a. Primary Education
    b. Secondary Education
    c. College Education
    d. Technical Education
2. Matters Relating to the Universities
3. Matters Relating to the Boards of Education
4. Award of Foreign Scholarships to Teachers
5. Grant of Scholarships to Students at Various Levels
6. Special Education (Education for Handicapped Children)
7. Promotion of Scientific Research, Arts and Literature
8. Production and Distribution of Educational Scientific Films
9. Libraries and Museums in Sind

10. Sports and Physical Culture

11. Science Matters

It would be useful to expand a bit on the duties and responsibilities of three of the line directorates, which are also directly relevant to primary education, albeit not quite as central to the subject as the Directorates of School Education, which will be discussed more in detail in the next section. The three directorates are the Engineering Organization, the Special Priority Project and the Bureau of Curriculum and Extension Wing. Increasingly, the Engineering Organization of the Department has undertaken the construction of primary schools and is gradually taking over this task from the Local Government and Rural Development Department. This in-house construction arm is developing its own network of engineers and technicians to oversee the construction of primary schools and is expected to help solve some bottlenecks in the field of school construction.

The Special Priority Projects, otherwise known as the Mosque Schools Project, has since its establishment with federal fund assistance in 1983-84, greatly expanded the number of mosque schools now in operation in the province. A coordinator is actively pursuing the implementation of the project, particularly in the rural areas. He is assisted by district coordinators of the same rank as Sub-Division Education Officers (SDEOs) and quite a number of supervisors each in charge of some 4 Union Councils. In addition to this full complement, the Project has some 100 resource persons in the province, selected from those of at least 10 years' professional experience in the general mainstream of primary education.

The Bureau of Curriculum and Extension Wing has the following duties and functions:

1. Curriculum development and modernization of courses in all subjects for Classes I to XII.

2. Inservice training of teachers, officers, educational administrators and planners.

3. Extension services, such as preparation of model schemes, holding of extension lectures, audio-visual aids and reading materials for students, teachers and adults.

4. Special Education services (for the handicapped).

5. Establishment of libraries and compilation and publication of useful education data.

6. Research activities in respect of curriculum development, designing of equipment and models for scientific and technical attitudes.

7. Administration of teacher training, including agro-technical institutions.

8. Development of Teacher Guides in the subjects of Class I to XII and their distribution.

9. Development of techniques of evaluation.

10. Coordination of the activities of the Bureau of Curriculum with the activities of the Federal Ministry of Education and other agencies.

11. Coordination and organization of various educational programs sponsored by international organizations (e.g., UNICEF, UNESCO, USAID, etc.).

Divisional (formerly Regional) Level: Directorates of School Education

For the sake of clarification in the overview of management structure of the educational system in Sind Province, the three divisional (formerly regional) Directorates of School Education (Karachi, Hyderabad and Sukkur) are directly under the Secretary of Education, and, for that matter, are more independent and autonomous than their counterparts in other provinces. The set-up is unlike that of Punjab province where a Directorate of Public Instruction (DPI) at the provincial level oversees the divisional Directors of School Education, or that of NWFP, where a Directorate of School Education also exists over and above the divisional level of directors of education.

Organizational Structure: Duties and Functions

Chart No. 18 shows the organizational structure of the Directorate of School Education, Hyderabad Division. The Directorate is responsible for carrying out the educational policy of the government. The Director is assisted in the task of administration by two Deputy Directors on the Male side, (one for Administration and the other for Academic) and one Additional Director on the Female side, along with three Assistant Directors (AD), viz. AD (Development), AD (Establishment), AD (Sports), two Statistical Officers, one Assistant Account Officer, one Audit Officer and one Registrar, Departmental Examinations. All of them act as Section Officers, each supported by a secretariat staff usually composed of a Superintendent, assistants, senior and junior clerks, steno-typists and peons.

The Directorate also exercises administrative control over District Education Officers, who are posted in districts within the division, one each for boys and girls separately. The Director has, likewise, administrative control over comprehensive high schools, public libraries and an Inspector of Drawing and Crafts.

Chart No. 19 is an abridged organizational chart of the Directorate of School Education, Karachi Division. As may be observed, it is essentially similar if not identical to that of Hyderabad. In the same breadth, it must be stated tht the organizational structure of the Directorate of School Education in Sukkur is also a prototype of that for Hyderabad, which formerly administered school education in the district now assigned to Sukkur Division.

District Level

Organizational Structure: Duties and Functions

Chart No. 20 is a close-up of the organizational structure of a typcial District Education Officer in the province. At this level, the executive officer is the District Education Officer (separately for boys and girls) who is usually assisted by three Deputy District Education Officers (DDEOs) -- one for Administration, another for Academic and the third, for Planning and Development. Administrative/clerical staff consists of a Superintendent, a number of assistants, senior clerks and junior clerks. Directly responsible to the District Education Officer and DDEOs are the Sub-Divisional Education Officers (SDEOs) at the tehsil level. Below the SDEOs are the supervisors (and the Learning Coordinators in PEP project schools) who are assigned 30 or more schools to supervise. The Headmasters/Headmistresses and teachers constitute the bottom rung of the administrative system.

The duties and functions of the District Education Officers and their Deputies are well structured and documented in record files. Although they are basically similar to those of the DEOs and DDEOs in other provinces, a detailed inventory would be useful in that they underscore the strategic importance of the posts. The following pages describe their job functions and duties:

1. The District Education Officer

   a. Office Administration and Management

      i. Planning and scheduling work for the staff of the office, the newly appointed teaching staff, and for his subordinates.

      ii. Holding discussions with the Deputy Education Officer, the Sub-Divisional Officers, Headmasters/Headmistresses and Supervisors as needed.

      iii. Disposing of crucial office correspondences particularly those that cannot be delegated to his subordinates.

      iv. Receiving important visitors of his district.

      v. Attending to parents and members of the community on any matter that cannot be effectively handled by his subordinates.

   b. Personnel Matters

      i. Attending to matters of staff postings, transfers, querries, discipline, leave, in-service training, etc. in accordance with the provisions of the Rules and Regulations.

      ii. Guidance, counselling, motivation and control of all staff serving within his jurisdiction.

c. School Supervision and Inspection

- i. Inspection of physical facilities in schools, condition of building, furniture, equipment and facilities for co-curricular activities.
- ii. Checking of school records, accounts and stocks.

d. Supervision of Instruction

- i. Physical facilities in classroom, laboratories, etc.
- ii. School time table, teachers' work plan, lesson preparation, delivery of lesson and pupil activities in teaching/learning process, students' notes, textbooks and other reading material, lesson evaluation techniques.
- iii. Meetings with the staff member to discuss issues relating to strength/weakness in teaching/learning processes and steps needed for the improvement of quality of instruction.
- iv. Matters relating to the welfare of students, utilization of students' funds, etc.

e. Financial Duties

- i. Ensuring that the salaries, travel allowances, and other compensations to all staff (including teachers) in the District are collected and disbursed appropriately by those to whom such powers are delegated.
- ii. Controlling expenditures within the limit of his powers.
- iii. Ensuring the provision and award of Primary and Middle School scholarships and prizes.
- iv. Ensuring prompt and appropriate approval, processing and control of purchases order, accounts, issues and receipts in respect of primary and middle schools.
- v. Controlling the budget of the district and meeting regularly with the budget officers at the provincial and divisional directorate levels.
- vi. Ensuring that the Sub-Divisional Education Officers, Headmasters and Headmistresses collect and disburse teachers salaries and stipends appropriately and on time.
- vii. Holding regular meetings with the District Purchase Committees and making sure that purchases are approved on time and as needed in accordance with financial regulations.
- viii. Cross-checking of all the bills and making sure that they tally with financial provisions, allocations and regulations.

f. Development Duties

i. Preparing development programmes, projects and schemes for schools in the districts. Such a programme should spell out what types of schools are needed; which should be closed, opened, expanded, etc.; the category of staff available and needed; the resources, etc.

ii. Supervise education projects (e.g. buildings) while under construction.

iii. Selection of sites for new school buildings, and ensuring appropriate negotiation for leases of the land and/or buildings.

iv. Inspection for construction, scheme revision and other formalities required for completion and handing over of buildings.

v. Maintenance of existing buildings and plants.

vi. Supervision of on-going development project in the district.

vii. Cooperating with other districts, regions or units in the province for joint projects or schemes.

g. Academic Duties

i. Ensuring that the school syllabus, course outlines, schemes of work, etc. are properly drawn by the teachers with the Special Project Education Specialist (SPES) supervising these.

ii. Setting up appropriate, approved lists of textbooks and other pupil learning materials and supervising their distribution or supply, where applicable.

iii. Making frequent sample checks on the schools to convince himself/herself of the quality of instruction and taking appropriate action.

iv. Encouraging the teachers to develop themselves and organizing study leave, inservice workshops, seminars, etc. for teachers in the district.

v. Encouraging pupils' academic growth and development through the award of scholarships, interschool competitions, etc.

vi. Personally giving short talks or seminars to teachers and thus academic leadership.

2. The Deputy District Education Officer (DDEO)

a. Major Responsibilities (General)

i. Regular and scheduled inspection of schools in the district in accordance with a schedule worked out by the DEO.

ii. Advertising and arranging for appointments of primary school teachers, as well as participating in the selection interviews for new teachers in the district.

iii. Systematic collection, compilation and analysis of all types of data concerning the Primary, Middle and High Schools in the district.

iv. Responsible for supplying all sorts of statistical information of the schools in the District to the Directorate, Department, Ministry or any other higher authorities who call for such data.

v. Paying "surprise" visits to schools as necessary, for example, in cases of floods, pupil crises, teacher grievances, fire, epidemic, etc. Surprise visits should not be regarded as occasions for DDEOs to frighten the school staff. The visits should be called for by certain events or incidents in the school visited.

vi. Hold enquiries on all matters related to school education (primary, middle or high schools) in the district and submit the reports of such enquiries to the DEO for further action.

vii. Preparation of monthly, quarterly and annual reports or returns on the schools in the district.

viii. Distribution of school materials in accordance with the order or decision agreed upon with the DEO.

ix. Purchase and distribution of textbooks, scientific equipments, teaching materials, etc. to the Middle and High Schools after consultation with the DEO.

x. Holding regular meetings with school supervisors to acquaint them with improved technicques of teaching and modern developments in instructional materials.

xi. Direct and regular communication with the Sub-Divisional Education Officers and Headmasters on day-to-day issues concerning schools in the District, this includes the circulation of policy or decision circulars emanating from the DEO's office.

xii. Regular communication on administrative issues concerning the schools with his/her DEO on day-to-day problems in the districts.

xiii. Supervision of the work of the ministerial and clerical staff in the District Education Office, except the clerks working directly in the DEO's office.

xiv. Preparation of reports on ongoing, completed or revised schemes or projects in the district as the DEO may advise.

xv. Attending, on the instruction and on behalf of, the DEO, meetings of the District Education Committee or other District level committees and presenting the views of the DEO at such meetings.

b. Development Duties

i. Preparation and drafting of the PC-1 forms for development schemes and making sure that the information on such PC-1 are accurate as far as possible and submission of the PC-1 to the DEO for consideration, discussion and eventual approval.

ii. Submission or Processing of ADP projects for the district.

iii. Keeping accurate ADP file and records for each year.

iv. Attending all district level meetings on development schemes and projects, in most cases, with the DEO.

v. Preparation of monthly staff returns of the Middle and High School teachers.

vi. Keeping accurate examination results sheets and records from the supervisors.

Sub-Divisional (Tehsil) Level

Organizational Structure: Duties and Responsibilities

The typical organizational structure of a Sub-Divisional Education Office in Sind Province is shown in Chart No. 21. At the tehsil level and below, the Sub-Divisional Education Officer (SDEO) is the overall education manager. Administrative and clerical support is provided by a small secretariat, usually consisting of a Superintendent, an assistant, a cashier, a senior clerk and a junior clerk. Below the SDEOs are the supervisors (and the Learning Coordinators in the PEP project schools), Headmasters/Headmistresses and teachers at the school sites.

Following are the duties and functions of the SDEO, the supervisor and Headmasters/mistresses, as culled from documents and gathered from field interviews:

1. The Sub-Divisional Education Officer

a. Office Administration

i. Appropriate delegation of powers and scheduling of work for the staff of the Sub-Divisional office.

ii. Direct supervision of all the ministerial, clerical and other junior staff in the Sub-Divisional office.

iii. Handling of all correspondence matters.

iv. Collection and compilation of all sorts of educational data and statistics from the schools in his/her Sub-Division.

v. Purchase and/or receipt of materials for the schools in the Sub-Division in accordance with the powers delegated to him/her.

b. Instructional Supervisory Duties

i. That the curriculum content and programmes in the schools in his/her area are in accordance with the policies and objectives of education.

ii. That the timetable, workplan, teachers' lesson notes, diaries and schemes of work or other approved documents showing the day-to-day schedule of instructional activities are properly kept and appropriately used by the teachers.

iii. That the pupils have a good classroom climate for their work including pupil-pupil and pupil-teacher relationships and interactions.

iv. Checking school examinations and countersigning certificates.

v. Check the records of pupil progress and recommending ways of assisting the low achievers or late developers among the pupils.

vi. Checking the general school conditions including the conditions of the classrooms and the school instructional facilities (e.g. desks, blackboards, etc).

vii. Guiding and counselling the weaker or newer teachers.

c. Staff Supervision

(The SDEO will:)

i. Go through the list of staff to determine whether they are adequate for the number, class or age of the pupils, and whether the right teachers are teaching the right classes or subjects.

ii. Observe the teachers in action to determine those that need guidance, or further training.

iii. Discuss with each teacher his/her merits and demerits and highlight with the teachers areas that need improvement in his/her performance.

iv. Discuss with the Headmaster/Headmistress on the matters of staff performance, discipline, morale, development and staff interpersonal relations.

v. Arrange (with the agreement of the Headmasters and the DEO) short courses or seminars for selected teachers on issues related to improvement of programmes or improvement of instructions.

vi. Occassionally organize short inservice courses and workshops for groups of teachers in the Sub-Division on selected aspects of their work. Excellent Headmasters and experienced teachers may be asked to serve as additional resource persons at such short courses.

vii. Identify without prejudice, teachers that need promotion, discipline, further training, etc., and recommending such teachers to the appropriate authorities.

d. Financial Duties

i. Execution of budget received from the Finance Department through the Director of School Education.

ii. Auditing the accounts of the Sub-Divisional Education Office and the school before forwarding them through the DEO to the Accounts Branch.

iii. Carrying out other financial duties as the District Education Officer may delegate.

e. Developmental Powers of the SDEO

i. Preparation of ADP schemes for the development of schools in the Sub-Division, as directed by the DEO.

ii. Attending review meetings at the Sub-Divisional level and meetings with the Social Welfare and local communities.

iii. Collection and preparation of all kinds of data and information (through supervisors, Headmasters/Headmistresses, Taluka masters, etc.) for development planning and decision-making. Ensuring that these information are updated regularly and making copies available to the DEO's office and other planning agencies.

iv. Making monthly, quarterly and annual reports and returns on the development programmes concerning the schools in the Sub-Division.

v. Responsible for the supervision and inspection of building works for schools in his/her area of authority, including:

- Selection of adequate sites for buildings.
- Supervising work while the buildings are being constructed, and
- Inspection of the construction and other formalities required for the completion of and handing over of the buildings.

2. The Supervisors, Primary Education

a. Regular visits to schools for collection of required data.

b. Maintain a record of the qualifications of teachers in his/her beat.

c. Maintain a record of the list of schools and their addresses.

d. Maintain a record of number of teachers in his/her jurisdiction.

e. Inform SDEO about the shortage of teachers in any school.

f. Keep a record of enrollment in each school and in all the schools.

g. Inform the SDEO regarding absenteeism of teachers regularly.

h. Maintain a record of furniture available in each school.

i. Maintain a record of physical facilities available to each school in his beat.

j. Maintain examination records of pupils appeared and passed each year for each school separately and also maintain cumulative record.

k. Collect admission data during the month of April regarding each school and send it to the SDEO.

l. Grant casual leave application of teachers.

m. Forward cases for transfer of teachers, GPF advance, joining reports of new teachers to appropriate SDEOs.

n. Verify materials with the entry in Dead Stock register of the school.

o. Verify attendance of teachers from Teacher Muster Roll and attendance of pupils from class attendance register.

p. Send proposals for meeting the shortage of teachers, furniture, buildings and teaching materials to appropriate SDEOs.

q. Keep a record of the teachers who are trained, those who are untrained, those who have undergone an inservice course and plan for inservice training of teachers on a no cost basis.

r. Conduct and prepare reports on enquiry matters assigned by SDEO.

s. Contact SDEO and other authorities for academic support.

t. Supervise the work of Learning Coordinators, assist them by visiting troubled schools for extra support and organize local level training for primary teachers through Learning Coordinators.

u. Organize process evaluation and synthesize results on an ongoing basis for decision making.

Academic

a. Visit each primary school on turn basis.

b. Check the availability of curriculum reports on each subject, national teaching kits, a set of teachers' guides, prescribed textbooks.

c. Ensure/verify the use of teaching kits in the actual classroom teaching.

d. Possess a list of prescribed books for each subject at the primary level.

e. Bring on notice the use of unauthorized books and ensure their removal from the school after use.

f. Help teachers in planning their scheme of work on monthly or on full academic year basis.

g. Assess the pupils on course content taught by the teachers.

h. Observe teachers while they are teaching in actual classroom situations; discuss the presentation of topics with teachers observed; identify sources from where teachers might obtain professional support.

i. Devise the plan of examination for the schools within his/her jurisdiction and notify the same to each school; constitute a committee/committees for holding exams and ensure the conduct of examinations for each school during the scheduled programme.

Community Involvement

a. Identify the needs of the community where the schools are situated.

b. Prepare a case study for each school, including a description of its vicinity, type of villagers, customs and estimates on current and future enrollment.

c. Contact community members of villages during visits to the schools and attend parent-teachers meetings organized by the schools to help build good community relations.

d. Help teachers in obtaining community support for solving problems.

e. Organize meetings of heads of schools.

3. The Learning Coordinator

a. Conduct local level training on learning modules for primary teachers.

b. Assist teachers in their classrooms on a regular basis by providing guidance and demonstration lessons, and

c. Assist teachers and head teachers in their community work by identifying cause for non-attendance and organizing parent-teacher meetings.

4. The Headmaster/Headmistress

a. Effective school management.

b. Efficient pupil and staff supervision.

c. Effective supervision and delivery of instruction.

d. Boost the morale and capacity of teachers and other staff working in the schools.

e. Realistic and adequate achievement of goals of school education.

f. Promote the understanding, harnessing and facilitation of pupil growth and development.

g. Enhance good school climate.

Supervision of Staff

a. Provide induction/orientation talks or discussions for new teachers.

b. Supervise the teachers at work, and give them guidance or advice on how to improve their performance.

c. Encourage the hard-working teachers and advising such teachers to guide others.

d. Settling disputes, grievances, etc. among the teachers; showing personal concerns for the grievances and problems of individual teachers.

e. Holding regular, intimate discussions with the "problem" teacher/s.

f. Participating (and in some cases initiating) inservice workshops for teachers on school, sub-divisional, district or regional basis.

g. Attending to the teachers' confidential and other personal assessment reports very promptly and justly.

h. Demonstrating willingness to recommend for promotion, study leave, inservice training, etc., any staff member needing such facilities.

i. Holding staff meetings as frank, cordial and open as possible.

Co-Curricular Activities

a. Organize school sports and games at both the intra- and inter-school levels.

b. Organize Scouting, Girls Guide, Red Crescent and other societies aimed at proper discipline and personality development of the pupils.

c. Organize occasional educational excursions, visits or field demonstrations at different places of educational, historical or cultural interests, both within the district and the province.

d. Organize drama, debates and other competitive or participative societies.

Financial Duties

a. Filling and maintaining all financial records, including the school budget, records on contingencies, poor students funds, honoraria, pensions, TA/DA.

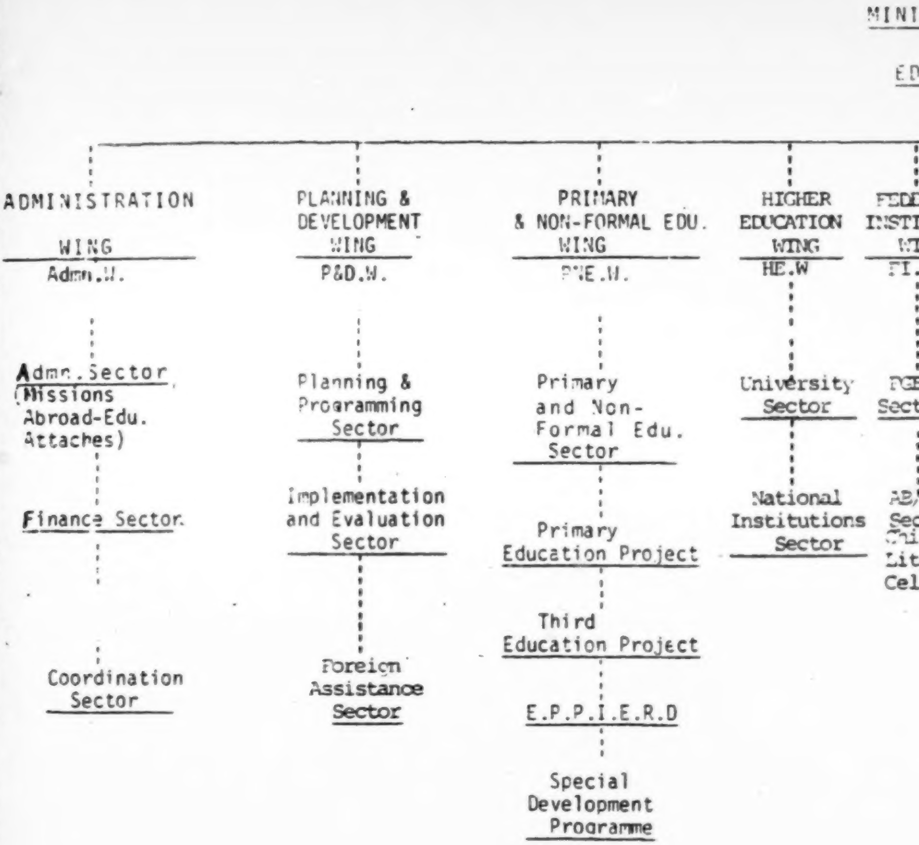
b. Submit the following items to the DEO every month:

- Monthly expenditure statements; reconciliation of expenditure and receipts; special expenditures; audit reports; budget estimates; 1st and 2nd lists of excesses and surrenders; ADP and SNE reports.
- Report on any development projects as well as other essential statistics and data concerning the school.
- Pay bills, bills for MRC TA/AA, contingencies, liveries and other claims, scholarships, etc.
- Report on scholarship facilities and programmes within the school, including Middle School scholarships, Merit and Charity-based scholarships.

The foregoing discussion concludes the coverage of the existing organization and management structures of mainstream schools and non-formal education in Pakistan. The rather lengthy and detailed presentation of the charts and the duties and responsibilities of key officials, particularly at the district and tehsil levels in each of the provinces, was deliberate and purposive. The aim was to provide a clearer picture and imagery of those in the frontlines, so to speak, in the battle for primary education. Mere summary discussion would have deducted much of the data and content necessary for assessment and analysis.

To complete the general picture, it must be finally added that there are schools, although not really large in number, run directly by the central government in federal territories and by municipal corporations (or city governments), municipal committees and other autonomous bodies which have the legal personality to manage their own educational systems. Also, within recent years, there has been a mushrooming of private schools, usually advertised as English-medium schools and there are indications that they will increasingly continue to grow in number. These other features of the educational landscape will be dealt with elsewhere as may be necessary in the course of further discussion.

CHART No. 1. ORGANIZATION CHART OF TH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Planning & Programming Sector
Implementation and Evaluation Sector
Foreign Assistance Sector
PRIMARY & NON-FORMAL EDU. WING
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Third Education Project
E.P.P.I.E.R.D
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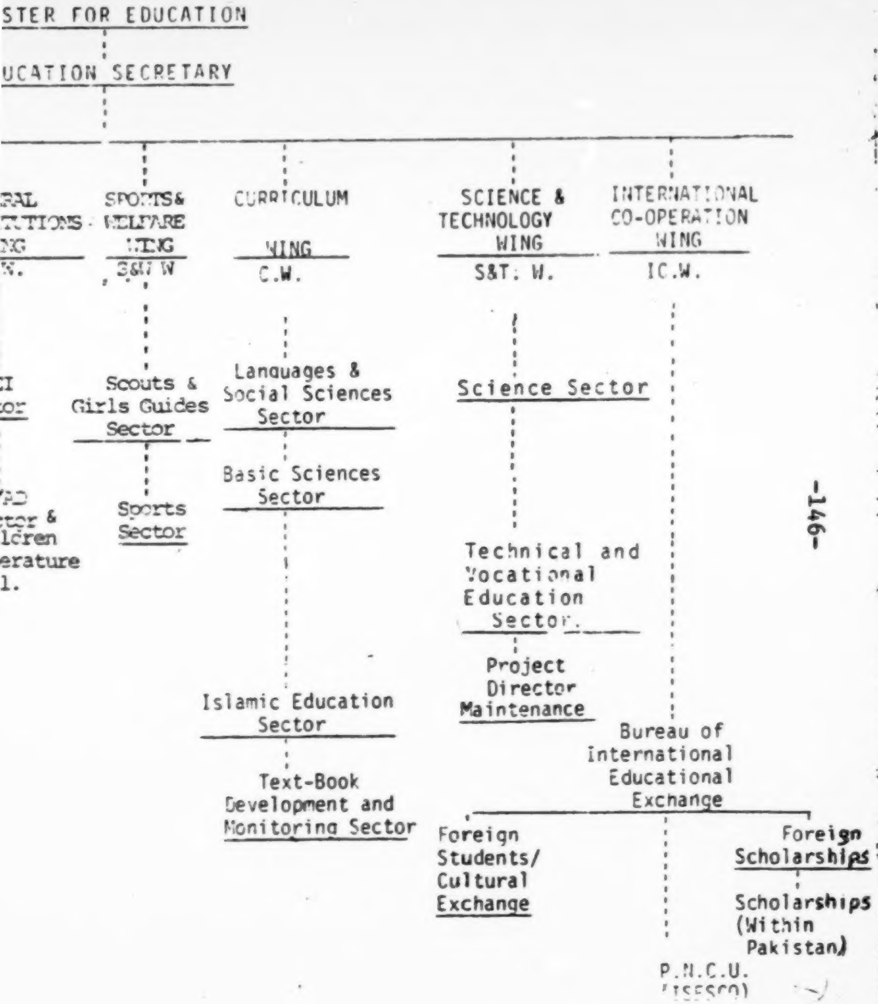
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Islamic Education Sector
Text-Book Development and Monitoring Sector
Science Sector
Technical and Vocational Education Sector
Project Director Maintenance
Bureau of International Educational Exchange
Foreign Students/ Cultural Exchange
Foreign Scholarships
Scholarships (Within Pakistan)
P.N.C.U. (ISESCO)

D.IV.1

AD

D.S.(Admn.)

1. General Administration.
2. Recruitment/Appointment and personal affairs of the employees.
3. Rules and Regulations for appointment,promotion, efficiency etc.
4. Maintenance of CR dossiers/ ICP charts/Declaration of Assets of the Officers of Ministry/Attached Departments/ Autonomous Bodies.
5. Identification of major issues,problems and requirements of various Sections/Sectors of the Ministry of Education .
6. Deputation of staff in and outside the country on foreign service. Settelement of their terms & conditions of appointment.
7. Framing of Recruitment Rules for the Professional staff, its amendments/alternations etc.
8. Periodical returns relating to disciplinary cases,vacant posts etc
9. All matters relating to Education attaches & thier complimentary staff in Pakistan Missions abroad.

D.S.(Finance)

1. Financial control and discipline.
2. Preparation of budget estimates in respect of Main Secretariat.
3. Scrutiny of budget proposals.
4. Coordination of expend pertaining to various development demands.
5. Appropriation of accou
6. Reconcilation(Maintena of expenditure and re-concilation of acco of the Ministry.
7. Public Accounts Commit
8. Maintenance of cash bo
9. Preparation of pay/TA etc.
10. General service matter
11. Pension cases.
12. Loans and Advances.
13. Accommodation.
14. Transport & Telephones

MINISTRATION WING

FUNCTIONS

Joint Secretary

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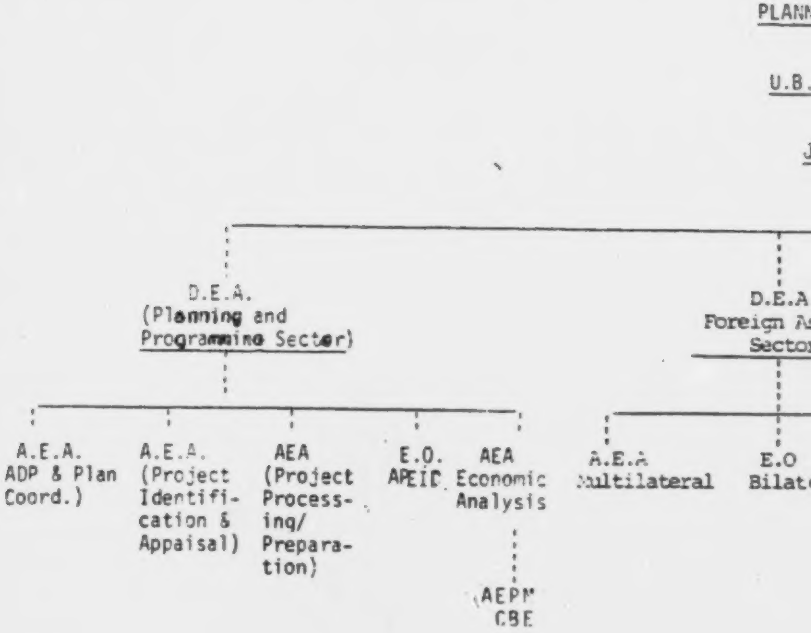
D.S. (Coordination)

1. To receive, study and make the directive immediately available to those who have to take action on it with copies to the Education Secretary & the Education Minister.
2. To be personally responsible for not only monitoring action on the Directive, but also ensuring suitable action from persons/agencies to whom the Directives has been marked.
3. To personally collect information from persons/agencies to whom the Directive has been marked and development a note on the basis of information collected for the Education Secretary/Education Minister.
4. To maintain a list of Directives received and action taken.
5. To submit a fortnightly report to the Education Secretary/ Education Minister on the list of Directives in process and Directives on which action has been completed.
6. Inter-provincial meetings of the Federal and Provincial Education Secretaries.
7. Monitoring and implementation of decisions taken in the inter-provincial meetings of the Federal and Provincial Education Secretaries.
8. Maintenance of Library.
9. All matters relating to Council Business, Cabinet decisions, Security matters, R&I and Record room.
10. All the matters requiring coordination.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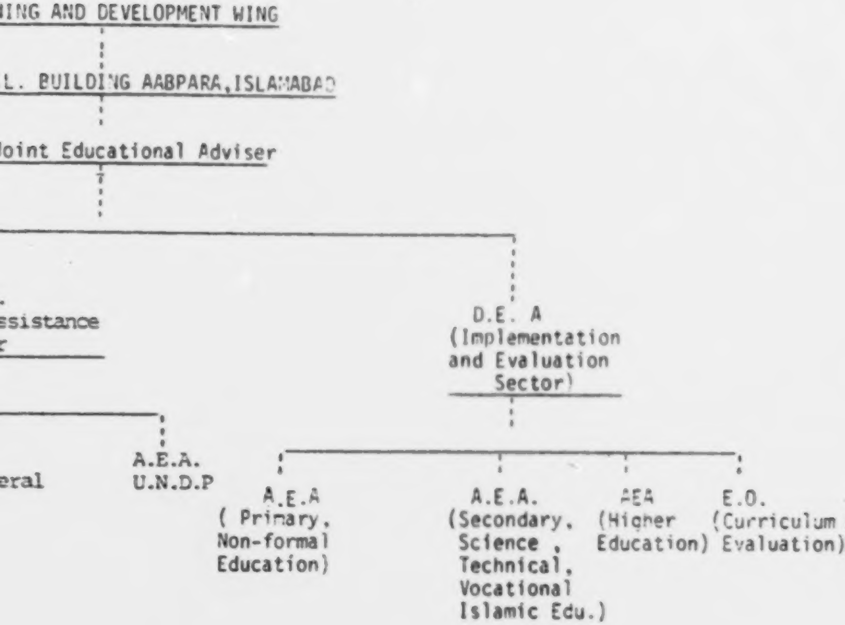
ING AND DEVELOPMENT WING
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(Secondary,
Science ,
Technical,
Vocational
Islamic Edu.)
AEA
(Higher
Education)
E.O.
(Curriculum
Evaluation)

4. Liaise and utilization between International agencies and local Institutions organizations.

5. Processing of consultancies and fellowships provided under various projects/UNDP.

6. Monitoring of foreign assistance/aid.

7. Preparation of visit programmes of aid giving agencies/foreign missions and Co-ordination of & proposals received from Provincial Governments and Educational Institutions.

8. Explore possibilities and acquire funds from International aid giving agencies for important ad-hoc educational programme.

9. Implementation of Asian Programme and Educational Innovation for Development (APEID).

BEST COPY AVAILABLE

PLANNING AND DEVELOPMENT

Joint Educational A

D.E.A.
(Planning & Development)
Sector

1. All matters relating to Planning of Education at all levels.
2. Identification of Projects.
3. Fixation of priorities and physical targets.
4. To undertake perspective planning and preparation of Five year Plans.
5. Preparation of Annual Development Programme.
6. Appraisal of Projects.
7. Preparation of Projects.
8. Processing of schemes with various concerned agencies.
9. Analysis of data collected.
10. All matters, other than financial and administrative, concerning AEPM and CBE.

D.E.A.
Foreign As
Sector

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FUNCTIONS

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D.E.A.
(Implementation &
Evaluation) Sector

1. Monitoring and evaluation of development programmes and projects at Primary, Secondary and Higher Education level including non-formal and technical education.
2. Implementation and Evaluation of various projects.
3. Evaluation of Federal and Provincial Development projects.
4. Monitoring of actual implementation involving Autonomous Bodies and National Institutions.

ation,preparation and implementation of
ts for foreign assistance and negotiations
ultilateral and bilateral foreign aid giving
es including U.N.D.P.

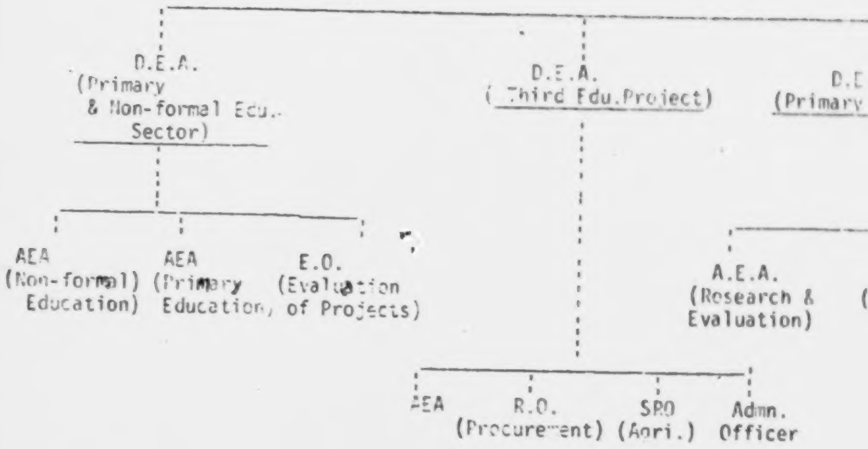
lination of projects under the third UNDP
y Programme in the Provinces.

ssing of foreign assistance/aid through
s channels.

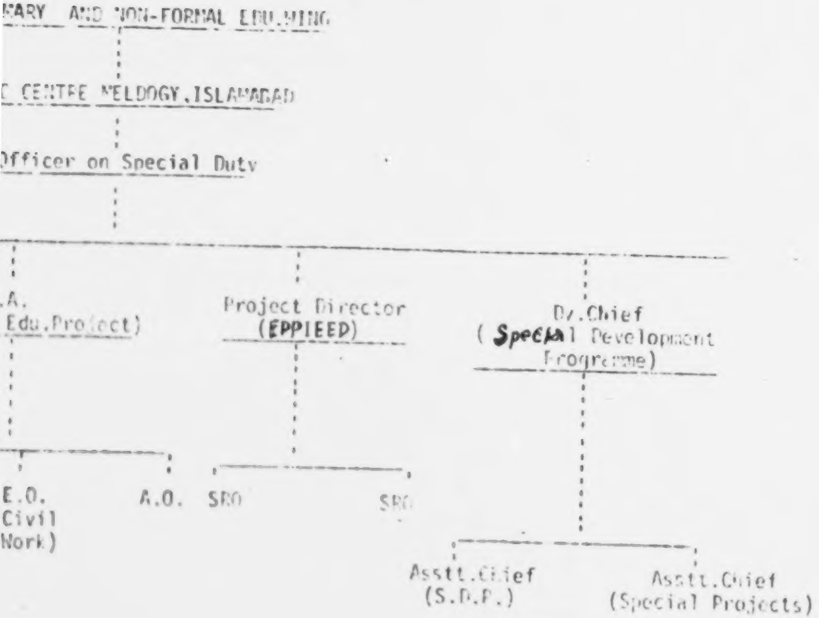
Contd...P/2

PRI

CIVI


D.E.A.
(Primary
& Non-formal Edu.
Sector)
D.E.A.
(Third Edu.Project)
D.E
(Primary
AEA
(Non-formal)
Education)
AEA
(Primary
Education)
E.O.
(Evaluation
of Projects)
A.E.A.
(Research &
Evaluation)
AEA
R.O.
(Procurement)
SRO
(Agri.)
Admn.
Officer

O.S.D.	-	1	
D.E.A./D.Chief	-	4	(DEA-3, DC-1)
R.D.	-	2	
AEA /A.Chief	-	6	(AEA-4, AC-2)
E.O.	-	2	
R.O.	-	1	
SRO	-	3	
Acctts.Officer	-	1	
A.O.(Supdt)	-	1	
		21	


ARY AND NON-FORMAL EDU.WING
C CENTRE MELODY,ISLAMABAD
Officer on Special Duty
.A.
Edu.Project)
Project Director
(EPPIEED)
Dy.Chief
(Special Development
Programme)
E.O.
Civil
Work)
A.O.
SRO
SRO
Asstt.Chief
(S.D.P.)
Asstt.Chief
(Special Projects)

PRIMARY & NON-FORMAL EDUCATION WING

Officer on Special Duty

D.E.A. Primary & Non-Formal Edu. Sector

1. To conduct evaluation on the following Projects being implemented/have been implemented:
    - a) Third Education Project.
    - b) Fourth Education Project.
    - c) EPPIERD.
    - d) Special Development Programme.
    - e) Special Projects.
    - f) Non-formal Educational Projects.
2. To keep liaison with the Research Instts. like, IER, Bureau of Curriculum, Education Extension Centre, NIP and AIOU in the country.
3. To assist the Provinces in the collection of the relevant data necessary for carrying out Evaluation of the Projects being implemented/have been implemented.
4. To assist the PIUS in adopting in-built evaluation system of the Projects being implemented by them.
5. To organize/conduct workshops/seminars participated by the Researchers so as to expose them to the new research methods and techniques.

D.E.A. Primary Edu. Project

1. Implementation, supervision and co-ordination of Primary Education Project.
2. To collect necessary data for analysis from the provincial implementation unit.
3. To exercise financial control over the budget provision allocated by the World Bank to the Federal & Provincial Governments under the Credit Agreement.
4. To organize periodic meetings of the Project Directors for the implementation of the Primary Education Project.
5. Acquisitioning the services of foreign experts for undertaking different research studies provided in the project.

D.E.A. Third Education Project

1. To secure approval of the World Bank to the plans and tenders for the Civil Work to be carried out by the Provinces.
2. To assist the provinces in the procurement of Equipment through International biddings and arrange payment throgh the World Bank.
3. To monitor the progress of Civil work/Equipment and Furniture and send periodic progress reports to the World Bank.
4. To arrange Consultants/Advisers for Sind Agriculture University and Agriculture Training Institutes under the Technical Assistance component of the Project.
5. To arrange training abroad of the Staff working in the Agriculture Training Institutes under the Technical Assistance component.

Contd......P/2.

Project Director (EPPIERD)

1. Assessment of the needs of the rural communities and identification of development potentials.
2. Organizing local communities into Village Education Committees, and preparing them for their effective participation in community development work.
3. Establishing local institutions for providing vocational training to rural people.
4. Holding workshops/seminars (National as well as International).
5. Exploring foreign assistance for the Project.
6. To exercise administrative and financial control over the Project.
7. Preparing educational programmes and materials for primary school children and of school youth and adults in rural areas.

Dy.Chief Special Development Programm.

1. To keep effective liaison with the Chief-Co-ordinator, in the Planning Division regarding the allocations made to the Provinces through the Ministry of Finance for the Special Development Programme.
2. To ascertain the needs of the PIUS for the release of funds to meet the recurring expenditure on the salaries of the Teachers/Imams, DDEO, AEOs, Reource Persons etc.

(Third Education Project)

6. To make arrangements for Orientation course to teach alternate curricula developed for the staff of Teacher Training Institutes and Agriculture Training Institutes developed under the Project.

7. To arrange various studies in the light of the convenants of the Credit Agreement.

8. To oversee & monitor the expenditure by the Provinces as per allocation made for each Province in the Credit Agreement.

(Special Development Programme)

3. To organize/conduct Periodic meetings of the Project Directors, to assess the implementation pace of the Special Development Programme.

4. To assist the PIUS to evolve on in built system of the Evaluation of the Project.

5. To guide the Provinces in the matter of Civil Work and procurement of equipment for the Special Development Programme.

6. To collect the Monthly Progress reports from the Project Directors and offer solutions to the problems confornonted by the Project Directors in the implementation of the Programme.

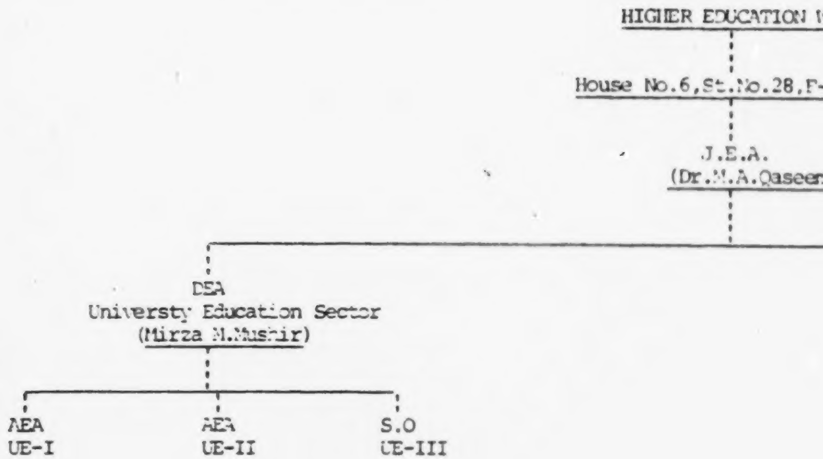
7. Implementation of the following Special Projects:-
    - a) Reading Teaching Project.
    - b) School Broadcasts.
    - c) Casette Tedt Books.
    - d) Popolation Education Project.

8. To keep liaison with UNICEF, Population Division/Pakistan Broadcasting Corporation, in the implementation of the Projects mentioned at (a) & (d) above.

9. To arrange the production of casettes on the required Text Books and subsequent distribution among the schools.

10. To chalk out programme of school Broadcasts in collaboration with the Pakistan Broadcasting Corporation.

11. To initiate the necessary steps in consultation with the Population Division for Population Edu. in the country.


HIGHER EDUCATION W
House No.6,St.No.28,F-
J.E.A.
(Dr.M.A.Qaseem
DEA
University Education Sector
(Mirza M.Mushir)
AEA
UE-I
AEA
UE-II
S.O
UE-III

JEA	- 1
DEA	- 2
AEA	- 3
SO	- 1
EO	- 1
Total	8

ING

7/2, Islamabad

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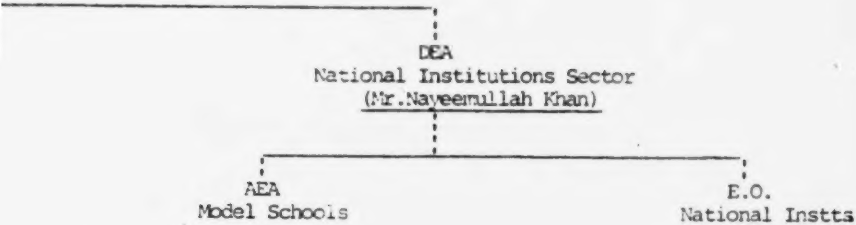
DEA
National Institutions Sector
(Mr.Nayeemullah Khan)
AEA
Model Schools
E.O.
National Instts

DEA
(UNIVERSITIES EDUCATION SECTOR)

1. Coordination of Policies and Programmes in Higher Education/Development and promotion of higher education.
2. Establihsment of New Universities.
3. University Acts/Statutes/Rules/Regulations.
4. Administrative and financial matters of UGC/Federal Universities/Centres/Institutes.
5. Equivalence of Degrees.
6. Federal funding of Universities.
7. All academic matters of Universities.

HIGHER EDUCATIO

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DEA
(NATIONAL INSTITUTIONS SECTOR)

MODEL SCHOOLS/COLLEGES

Preparation, Coordination and conduct of meetings of the Executive Committee and Board of Governors of the Model Schools/Colleges and their implementation.

All financial matters of Model Schools/Colleges.

All Administrative/Academic matters of Schools/Colleges.

Disposal of petitions of employees of Model Schools/Colleges against the Principal and complaints of parents regarding working of Model Schools/Colleges.

NATIONAL INSTITUTIONS.

Preparation of development & non-development budget of five nationalized Institutions.

All Administrative matters of National Institutions.

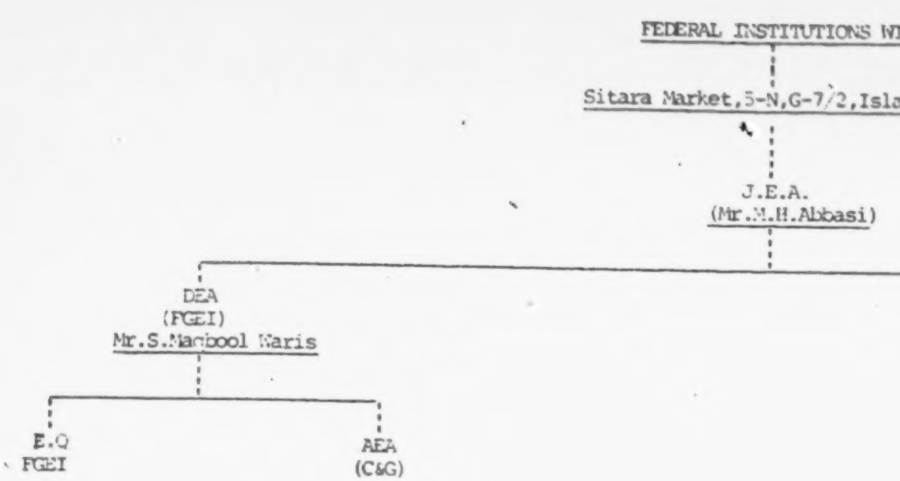
Admission against reserved seats allocated for the Federal Areas in Polytechnics and Dawood College of Engineering & Technology, Karachi.

Admission in National Institutions on compassionate grounds under the directive of the President.

Examination and approval of minutes of the Executive Committee Board of Governors of all the institutions and its follow-up actions and implementations.

Preparation of Development Schemes of the concerned institutions, release of budget allocation of the approved schemes and monitoring of the projects.

Disposal of petitions and complaints of the employees of the institutions parents and general public regarding working of the institutions.


FEDERAL INSTITUTIONS WI
Sitara Market,5-N,G-7/2,Isla
J.E.A.
(Mr.M.H.Abbasi)
DEA
(FGEI)
Mr.S.Maqbool Waris
E.O
FGEI
AEA
(C&G)

JEA	- 1
DEA	- 2
EO	- 2
AEA	- 2
SO	- 1
Total:	8

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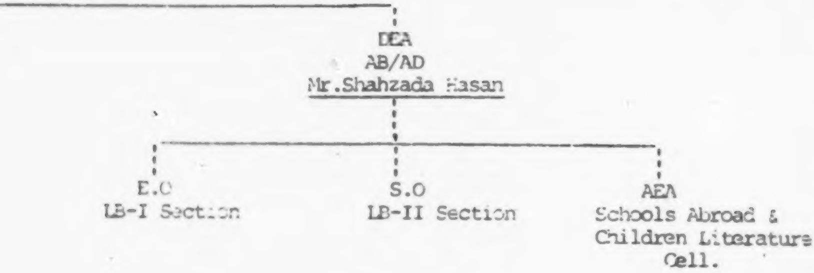
mabad


DEA
AB/AD
Mr.Shahzada Hasan
E.O
LB-I Section
S.O
LB-II Section
AEA
Schools Abroad &
Children Literature
Cell.

D.E.A.
(Federal Govt.Edu. Institutions)

1. Policy,Planning and Management of Educational Institutions in the Federal Territory and in Cantts. & Garrisons.

2. All matters like budget,development schemes, recruitment and disciplinary cases relating to:

   a) Federal Government Schools/Colleges in Cantts & Garrisons all over the country and in Federal Territory.

   b) Directorate of FGEI,Islamabad.

   c) Directorate of C&G, (GHQ),Rawalpindi.

3. Selection and admission of students in Cadet Colleges, and Public Schools from under-developed areas under the talented students scheme.

4. Holding of examinations for selection of talented students from under-developed areas such a Baluchistan,FATA,FANA and A.J.K.

5. Schemes pertaining to conducting of examinations for selection of talented students from three provinces for admission in Aitchison College.

6. Matter relating to Khuzdar Engineering College.

7. Matter relating to Cadet College Mastung.

8. Matters relating to FBISE,Islamabad.

9. Matters relating to IBCC.

10. Matters relating to Department of Libraries.

11. Grants in aid to some Institutions such as Iqbal Academy, Nisar Shaheed College,etc.

FUNCTIONS.

INSTITUTIONS WING

D.E.A.
(Autonomous Bodies/ Schools Abroad)

1. Administrative matters relating to learned bodies and National Book Foundation.

2. Processing of budget and grant-in-aid proposals and release of funds including donations by President to Educational Cultural Religious and Scientific Institutions.

3. Preparation of reports on the working of autonorous bodies Learned Bodies as in para 1 above.

4. President Awards for best books produced on the Quaid-i-Azam, Pakistan Movement and Allama Iqbal.

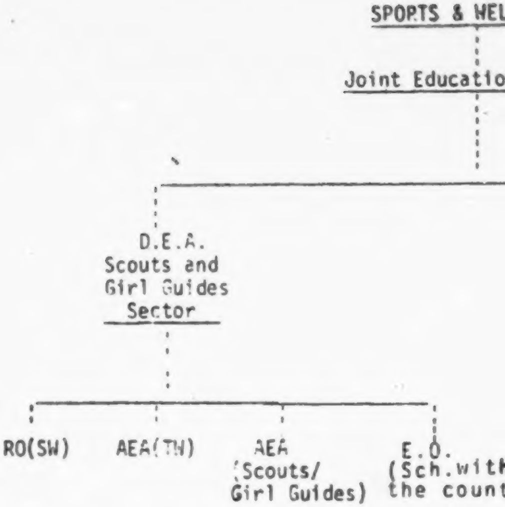
5. Naqoosh Awards.

SHCOOLS ABROAD

1. Preparation of annual Non-development and Development budget of Pakistani Schools abroad.
2. Release of grant-in-aid to all the schools/colleges.
3. Recruitment of teachers for the Pakistani Schools/Colleges abroad.
4. Disposal of petitions/complaints of the parents and Pakistani community living abroad regarding working of the schools/colleges.
5. Establishment of new schools/Colleges.
6. All administrative matters concerning the teachers including misconduct, termination of services, disciplinary problems etc.

CHILDREN LITERATURE CELL.

i) To promote and develop children's literature.


SPORTS & HEL
Joint Educatio
D.E.A.
Scouts and
Girl Guides
Sector
RO(SW)
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AEA
(Scouts/
Girl Guides)
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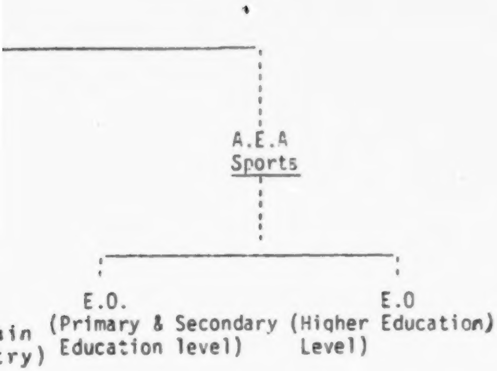
J.E.A. - 1
D.E.A. - 1
A.E.A. - 3
E.O. - 3
R.O. - 1

9

FARE WING

nal Adviser


A.E.A
Sports
E.O.
(Primary & Secondary
Education level)
E.O
(Higher Education)
Level)
in
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SPORTS & WELFARE WI

Joint Educational Adv

D.E.A.
Scouts and Girl
Guides Sector

1. All matters relating to Pakistan Boy Scouts Association and Pakistan Girl Guides Association.
2. Formulation of Students Welfare and Teachers Welfare programmes.
3. Coordination of programmes of students and Teachers Welfare.
4. Teachers Pay Scales.
5. Denationalization of Educational Institutions.
6. President's one thousand scholarship scheme.
7. Nishan-e-Haider scholarship scheme.
8. Merit scholarships.
9. Allama Iqbal Gold Medal.
10. Admission of talented students.
11. Shoheda stipends.
12. Miscellaneous stipends to student for under-developed areas.

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FUNCTIONS

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A.E.A.
Sports Sector

To develop, design and supervise sports programmes and activities at Federal as well as Provincial level to make education institutions into a Primary for Sports activities from where talent can be drawn at the national level.

13. The work relating to National Bo
is assigned to JEA(Sports & Welf

14. Civil Awards.

15. Work relating to all matters in
Educational Institutions, teache
concerning Provincial Government

16. Supply of Books to Embassy Schoo
Attaches.

17. Work relating to Central Copyrig
Karachi.

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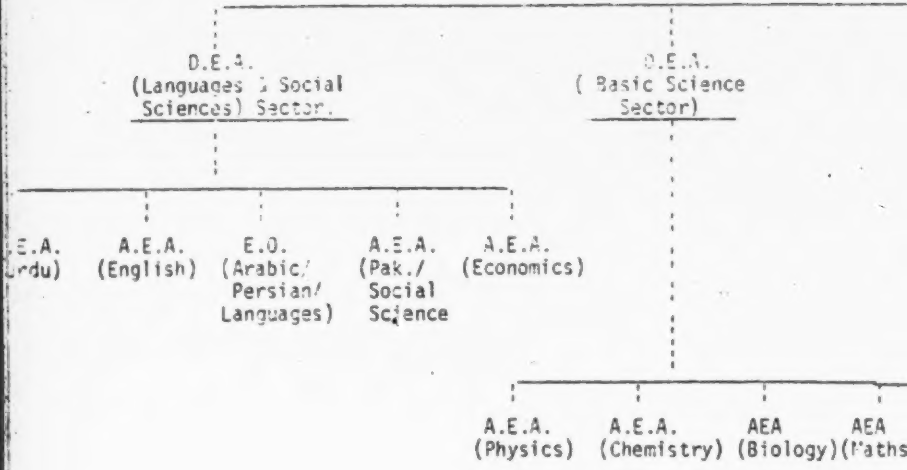
CURRICULUM

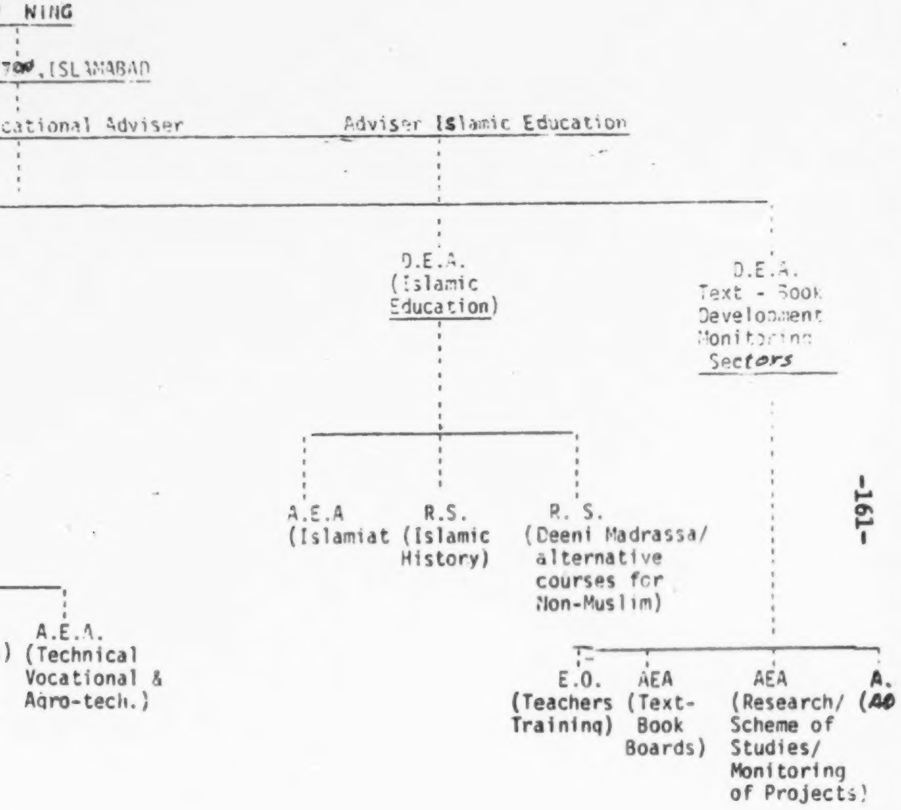
9.SEC

Joint Edu


D.E.A.
(Languages & Social Sciences) Sector.
D.E.A.
(Basic Science Sector)
E.A.
rdu)
A.E.A.
(English)
E.O.
(Arabic/ Persian/ Languages)
A.E.A.
(Pak./ Social Science
A.E.A.
(Economics)
A.E.A.
(Physics)
A.E.A.
(Chemistry)
AEA
(Biology)
AEA
(Maths

JEA /IA - 2 (JEA-1, IA-1)
DEA - 4
AEA - 12
E.O. - 2
R.S. - 2
A.O. - 1

23


NING
ISLAMABAD
cational Adviser
Adviser Islamic Education
D.E.A. (Islamic Education)
D.E.A. Text - Book Development Monitoring Sectors
A.E.A (Islamiat
R.S. (Islamic History)
R. S. (Deeni Madrassa/ alternative courses for Non-Muslim)
A.E.A. (Technical Vocational & Agro-tech.)
E.O. (Teachers Training)
AEA (Text-Book Boards)
AEA (Research/ Scheme of Studies/ Monitoring of Projects)
A. (AO

CURRICULUM WIN

Joint Educationa

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1. D.E.A.
Languages & Social
Science
Sector

2. D.E.A.
Basic Sciences
Sector

. Vertical and horizontal articulation of curricula from classes 1-16, from classes 13-16 in consultation with U.G.C.

. Development, improvement and refinement of text books and their review.

. Development of curricula for teacher training programmes (pre-service & In-service) for primatry Secondary & Higher secondary level. Preparation of plans programmes for teachers training & their monitoring.

. Examination reforms & Test Development.

. Development & constant evaluation of teacher guides/Manuals/ Supplementary readers.

. Management & Coordination of Curricula reforms.

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FUNCTIONS

l Adviser　　Adviser on Islamic Education

.E.A.
ook Development
toring Sector

plan,examine, and submit
policies regarding the
paration,review and publication
textbooks at all levels from
sses 1-16.'

supervise and provide suitable
ort to Provincial Textbook
rds about publication,distribu-
n printing and procurment of
er.

arrange workshops for editors,
hors,illustrators,designers etc.

paration of projects for text
ks.

imate requirement of paper and
se with National & International
ncies for its procurement.

rdination & management of
chers training programme (both
-service and In-service).

elopment & Finalization of schemes
studies & their constants evaluation

paration & Development programmes
the implementation of curriculum
orms.

lection of data on available
ilities for curriculum implementation.

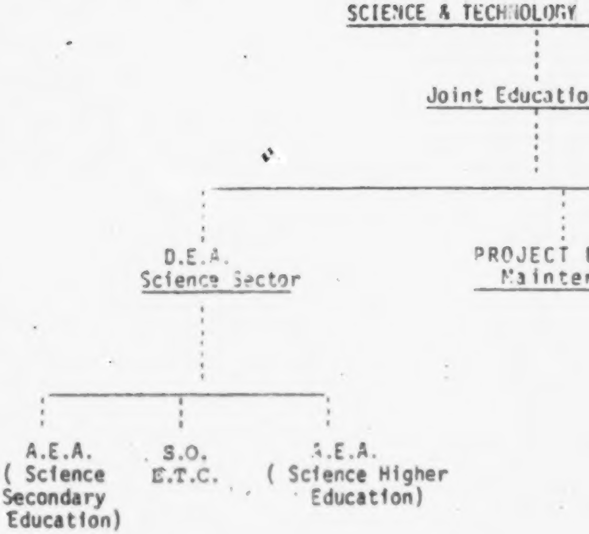
D.E.A. (Islamic Education)

1. Vertical horizontal articulation of curricula and text Books in Islamiat from classes 1-16.
2. Preparation of training programmes for teachers (Pre-service and In-service) in the subject of Islamiat
3. Islamization of Curricula:
4. Preparation,implementation and evaluation of Research Projects/Schemes.
5. Cooperation with National and International Organizations concerning Islamic Education.
6. Survey of Deeni Madaris.
7. Implementation of the graded scheme to teach Arabic as a compulsory subject from classes 6-12.
8. Coordination of Teacher Training programmes through the AIOU,Jamiat Taleemul Quran, and other agencies and institutions.
9. Conducting of reviews on books and other published material;

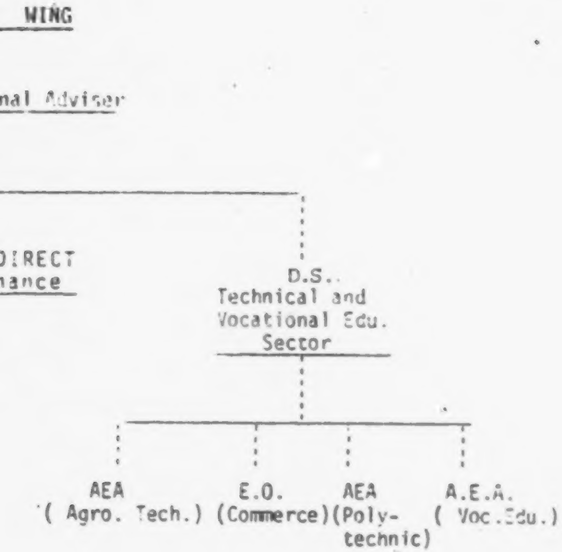
Contd...P/2.

* 7. Development of curriculu for teachers training, preparation of text-books, teachers guide and manual for promotion of Agro-technical subjects in the country.

10. Cooperation with the Ministry of Religious Affairs on various projects;
11. Assisting Scholarships Section in conducting examinations for students hopeful of obtaining scholarships abroad in Arabic or Islamic studies.
12. Implementation of recommendations concering education sector put up by Islamic Ideology Council.
13. Handling of all matters related to Deeni Madaris, their students, faculty, graduates degrees, organizations grants etc.
14. Co-ordination of the President's programme of Dawah with the Islamic University.
15. The deputation of Egyptain teachers to various institutions including Universities, Madaris and the NIML.
16. Co-ordination with Ministry of Health on matters relating to Tibbia colleges and graduates of Deeni Madaris;
17. Handling of all correspondence touching on the subject of Islamic Education.
18. Overseeing the work of preparation and publication of syllabi and textbooks for Islamiyat and Arabic.


SCIENCE & TECHNOLOGY
Joint Educatio
D.E.A.
Science Sector
PROJECT
Mainte
A.E.A.
(Science
Secondary
Education)
S.O.
E.T.C.
A.E.A.
(Science Higher
Education)

JEA	-	1
D.S.	-	1
D.E.A.	-	1
AEA	-	5
E.O.	-	1
S.O.		1
		10


WING
nal Adviser
DIRECT
nance
D.S..
Technical and
Vocational Edu.
Sector
AEA
(Agro. Tech.)
E.O.
(Commerce)
AEA
(Poly-
technic)
A.E.A.
(Voc.Edu.)

SCIENCE &

Joi

PROJECT DIRECT
Maintenance

1. Supervision and control over execution of development schemes. including NTTTC.
2. Construction works and maintenance of repairs of the Federal Government Educational Instts.

D.E.A.
Science Sector

1. Plan and Monitor Science & Technolo
Programmes and activities for clas
and M.Phil/Ph.D.

2. To activate programmes in consultat
various agencies specially for a qu
improvement of science technical ed
Pakistan.

3. To provide guide lines for the deve
of curriculum related material for
technology education.

4. Work pertaining to Museum of Scienc
Technology and National Educational
Equipment Centre.

FUNCTIONS

TECHNOLOGY WING

int Educational Adviser

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D.E.A.
(Technical and
Vocational Edu.)
Sector

1. Co-ordination of the work with the provinces relating to Polytechnic/Vocational institutions.

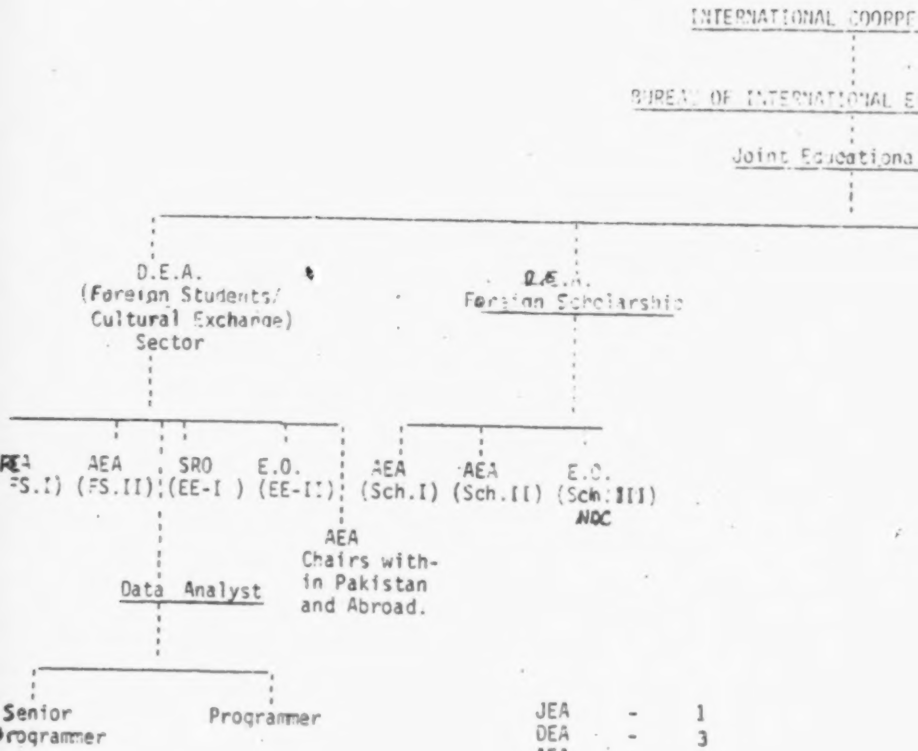
2. Work in connection with the supply of Agro-technical equipment to Educational Institutions.

3. Preparation, implementation and evaluation of Agro-technical Schemes.

4. To ensure proper achievement of objectives of National Education Policy specially related with the Technical,Vocational and Agro-technical fields.

5. Guide develop, design and supervise programmes and activities of National Technical Teachers Training College.

6. All matters including Administration & Financial in respect of National Technical Teachers Training College after its become operational.

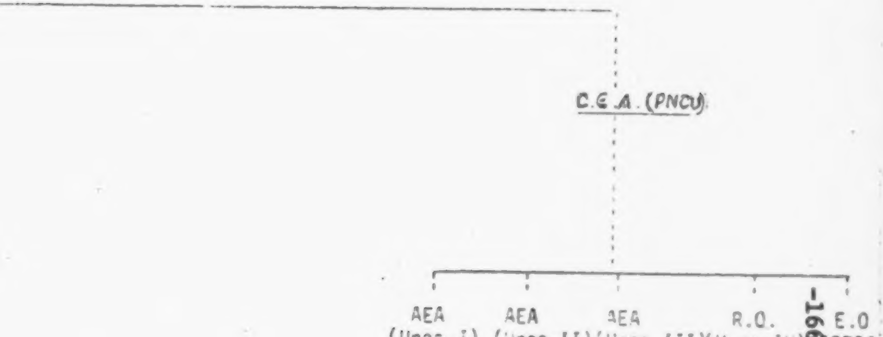

INTERNATIONAL COOPPE
BUREAU OF INTERNATIONAL E
Joint Educationa
D.E.A.
(Foreign Students/
Cultural Exchange)
Sector
D.E.A.
Foreign Scholarship
AEA
FS.I)
AEA
(FS.II)
SRO
(EE-I)
E.O.
(EE-II)
AEA
(Sch.I)
AEA
(Sch.II)
E.O.
(Sch.III)
NDC
AEA
Chairs within Pakistan
and Abroad.
Data Analyst
Senior
Programmer
Programmer

JEA	-	1
DEA	-	3
AEA	-	8
E.O.	-	3
R.O.	-	1
SRO	-	1
Data Analyst	-	1
S.Programmer	-	1
Programmer	-	1
		20

RATION WING

DUCATIONAL EXCHANGE

l Adviser


C.E.A. (PNCU)
AEA (Unes-I)
AEA (Unes-II)
AEA (Unes-III)
R.O. (Unes-IV)
E.O (ISESC

INTERNATIO

BUREAU OF INTERNATI

Joint Edu

DEA(Foreign Students Cultural Exchange

1. All matters pertaining to admissions of Foreign Students and Diplomats in general fields of education in Pakistan.
2. Award of Cultural Scholarships to Foreign Students.
3. Supervision of compilation of statistics of Pakistani students studying abroad and Foreign Students studying in Pakistan under various programmes.
4. Supervision, preparation and implementation of pacts and protocols and cultural exchanges between Pakistan and other countries of the World including Muslim countries.
5. Preparing policy guidelines for priority - oriented implementation of cultural agreemtns, pacts and protocols.
6. Coordinating activities concerning preparation of briefs,J.M.C's & signing pacts and protocols with Foreign Office,Cultural Division, Ecnomic Affairs Division and Security Agencies.

DEA(Foreign Scholarship)

1. Award of foreign and internal scholarships to Pakistani students and their placements.
2. Arranging training within Pakistan and abroad for Pakistani nationals.
3. All matters relating to British Council visitorship programme, Asian Institute of Technology - the Colombo Plan - Technical assistance programmes - Cultural Scholarships and all other scholarships
4. Issuance of NOCs to all for attending meetings,seminars, conferences abroad.Issuance of clearances to incoming foreign delegate (s).

Contd...

AL COOPERATION WING

ONAL EDUCATIONAL EXCHANGE

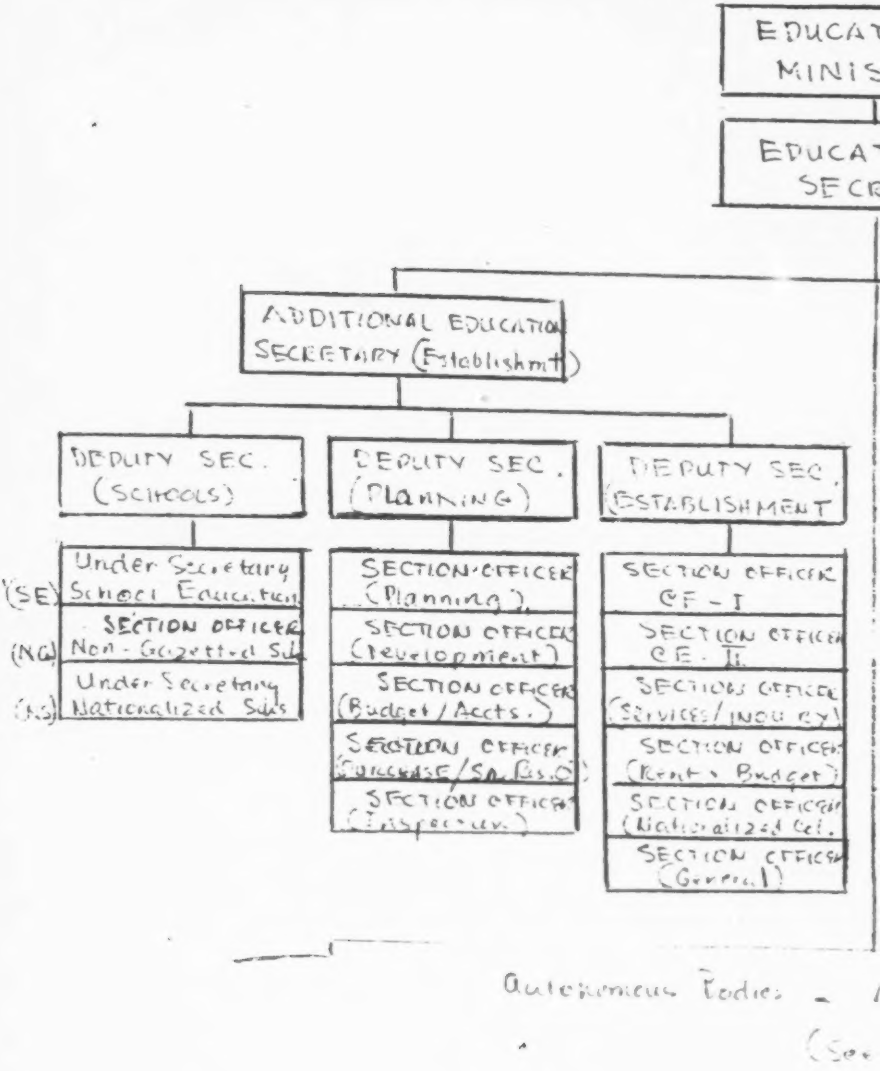
cational Adviser

DEA(P.N.C.U)

1. Co-ordination of all programmes/activities of Unesco and its Regional Offices in Education,Science,technology,culture communication,rural development,sports, youth affairs etc.
2. Preparation of brief for Pakistan delegation to Unesco General Conference, International Conference on Education Education Minister's Conference etc.
3. Implementation of projects sponsored by Unesco and other organizations of the Member States & other funding agencies.
4. Briefing of all candidates for participation in the International/Regional Workshops,seminars,meetings,symposia, training courses etc. and organization of regional/national workshops,conferences, meetings etc.
5. To serve as a Liasion Office for all Organization of UN system.
6. Unesco appointments at their Headquarters, Regional Offices and Member States.
7. Co-ordination and implementation of all programmes,projects and activities of ISESCO.
8. Organize visits of UNESCO Missions to Pakistan.

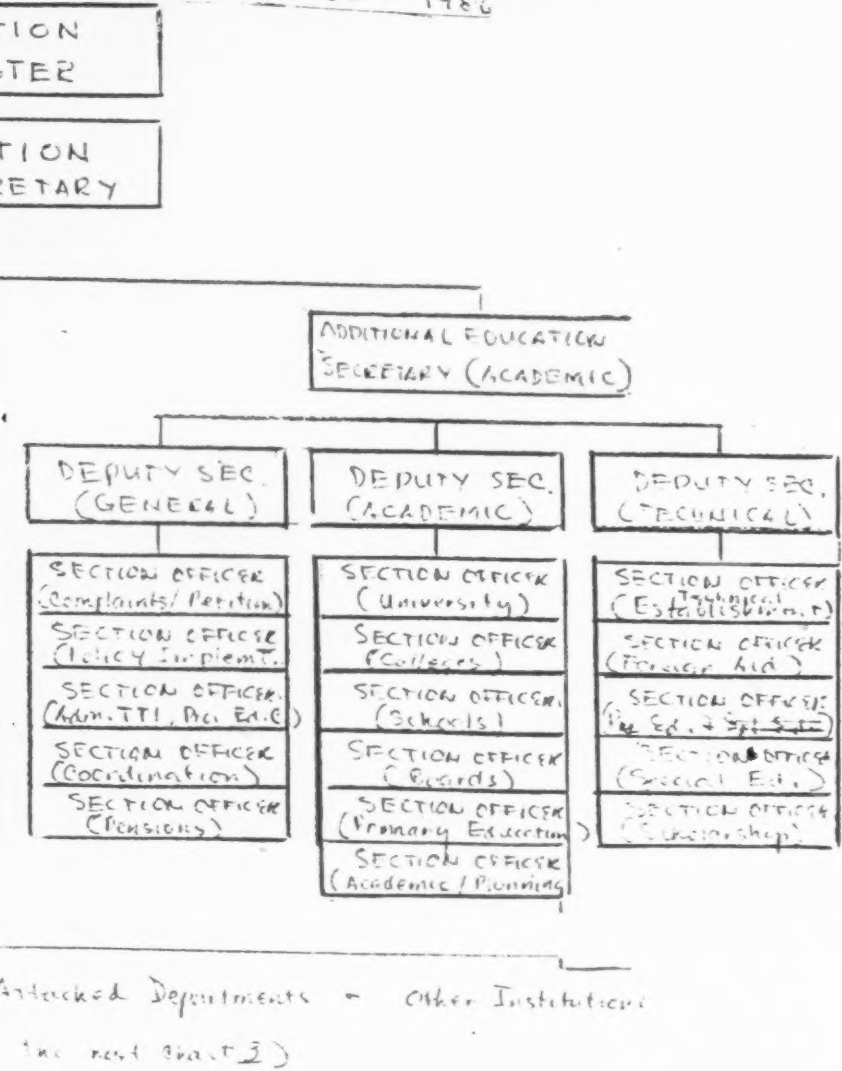
.P/2.

CHART 2 : ORGANIZATIONA


EDUCAT
MINIS
EDUCAT
SECR
ADDITIONAL EDUCATION SECRETARY (Establishment)
DEPUTY SEC. (SCHOOLS)
DEPUTY SEC. (PLANNING)
DEPUTY SEC. (ESTABLISHMENT
(SE) Under Secretary School Education
(NG) SECTION OFFICER Non-Gazetted Sch
(NS) Under Secretary Nationalized Schs
SECTION OFFICER (Planning)
SECTION OFFICER (Development)
SECTION OFFICER (Budget/Accts.)
SECTION OFFICER (Purchase/Sa. Rs. O)
SECTION OFFICER (Inspection)
SECTION OFFICER CE - I
SECTION OFFICER CE. II
SECTION OFFICER (Services/Inquiry)
SECTION OFFICER (Rent + Budget)
SECTION OFFICER (Nationalized Col.
SECTION OFFICER (General)
Autonomous Bodies - A
(See

BEST COPY

L CHART DEPARTMENT OF EDUCATION
PUNJAB PROVINCE · 1986


TION
STER
TION
RETARY
ADDITIONAL EDUCATION SECRETARY (ACADEMIC)
DEPUTY SEC. (GENERAL)
DEPUTY SEC. (ACADEMIC)
DEPUTY SEC. (TECHNICAL)
SECTION OFFICER (Complaints/Petition)
SECTION OFFICER (Policy Implemt.
SECTION OFFICER (Adm. TTI, Pri. Ed.C)
SECTION OFFICER (Coordination)
SECTION OFFICER (Pensions)
SECTION OFFICER (University)
SECTION OFFICER (Colleges)
SECTION OFFICER (Schools)
SECTION OFFICER (Boards)
SECTION OFFICER (Primary Education)
SECTION OFFICER (Academic / Planning
SECTION OFFICER (Technical Establishment)
SECTION OFFICER (Foreign Aid)
SECTION OFFICER (Pre Ed. + Spl. Stu.)
SECTION OFFICER (Special Ed.)
SECTION OFFICER (Scholarship)
Attached Departments – Other Institutions
the next chart 3)

AVAILABLE

PROVINCIAL DEPAR

ATTACHED DEPARTME

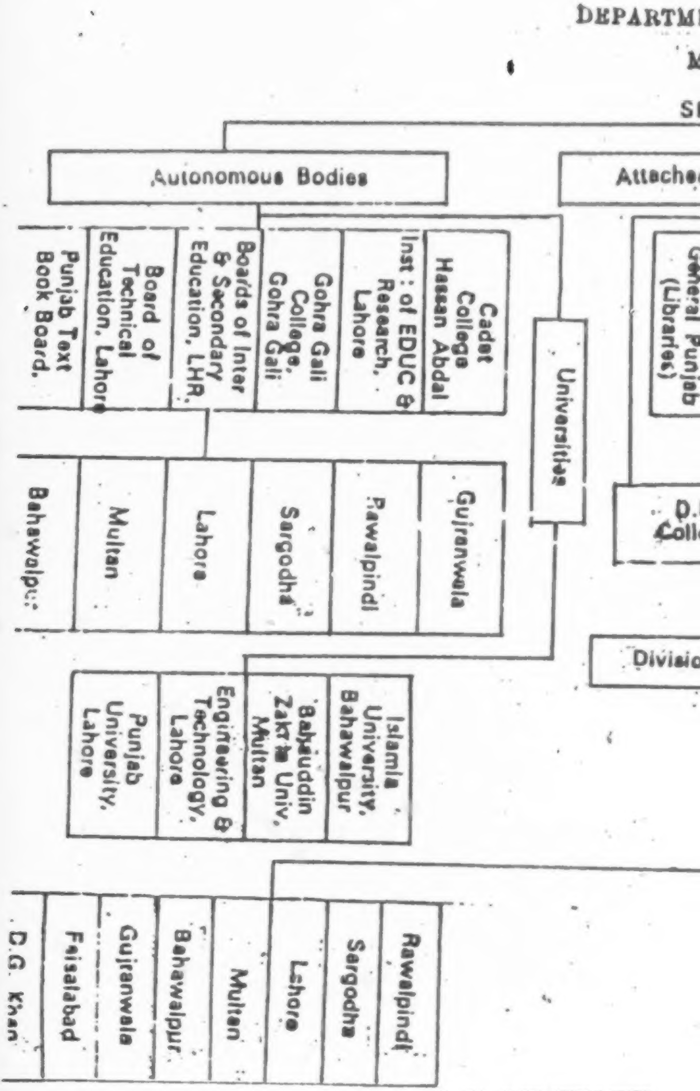

DEPARTM
M
S
Autonomous Bodies
Attache
Cadet College Hassan Abdal
Inst : of EDUC & Research, Lahore
Gohra Gali College, Gohra Gali
Boards of Inter & Secondary Education, LHR.
Board of Technical Education, Lahore
Punjab Text Book Board.
Universities
General Punjab (Libraries)
D. Coll
Gujranwala
Rawalpindi
Sargodha
Lahore
Multan
Bahawalpur
Divisio
Islamia University, Bahawalpur
Bahauddin Zakria Univ. Multan
Engineering & Technology, Lahore
Punjab University, Lahore
Rawalpindi
Sargodha
Lahore
Multan
Bahawalpur
Gujranwala
Faisalabad
D.G. Khan

CHART NO. 3

TMENT OF EDUCATION – PUNJAB

NTS AND AUTONOMOUS BODIES

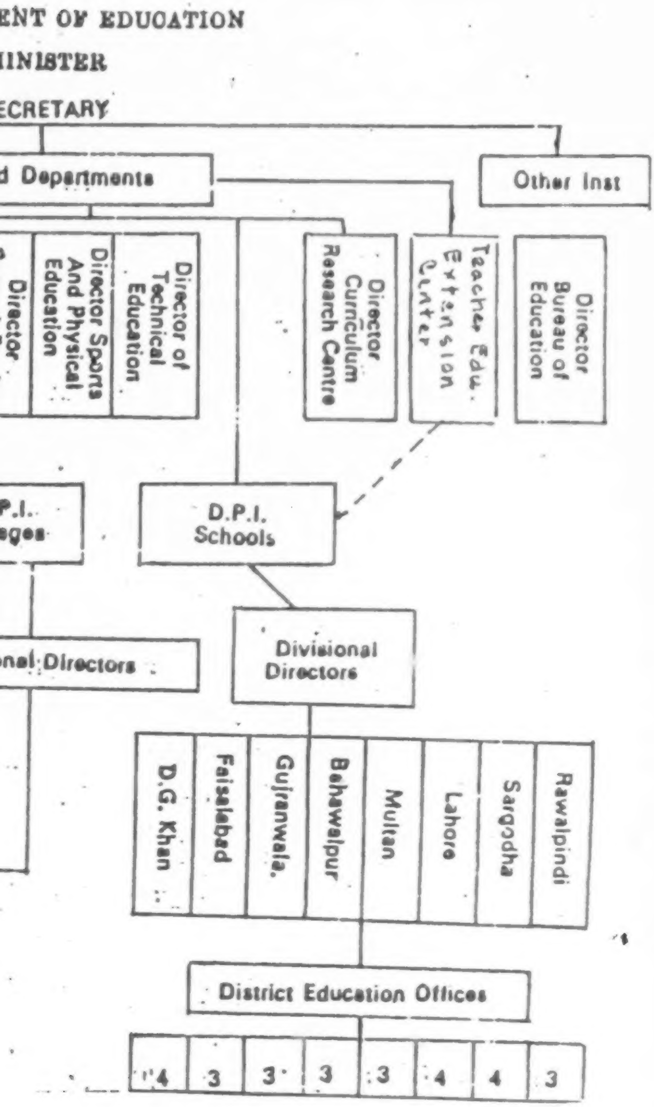
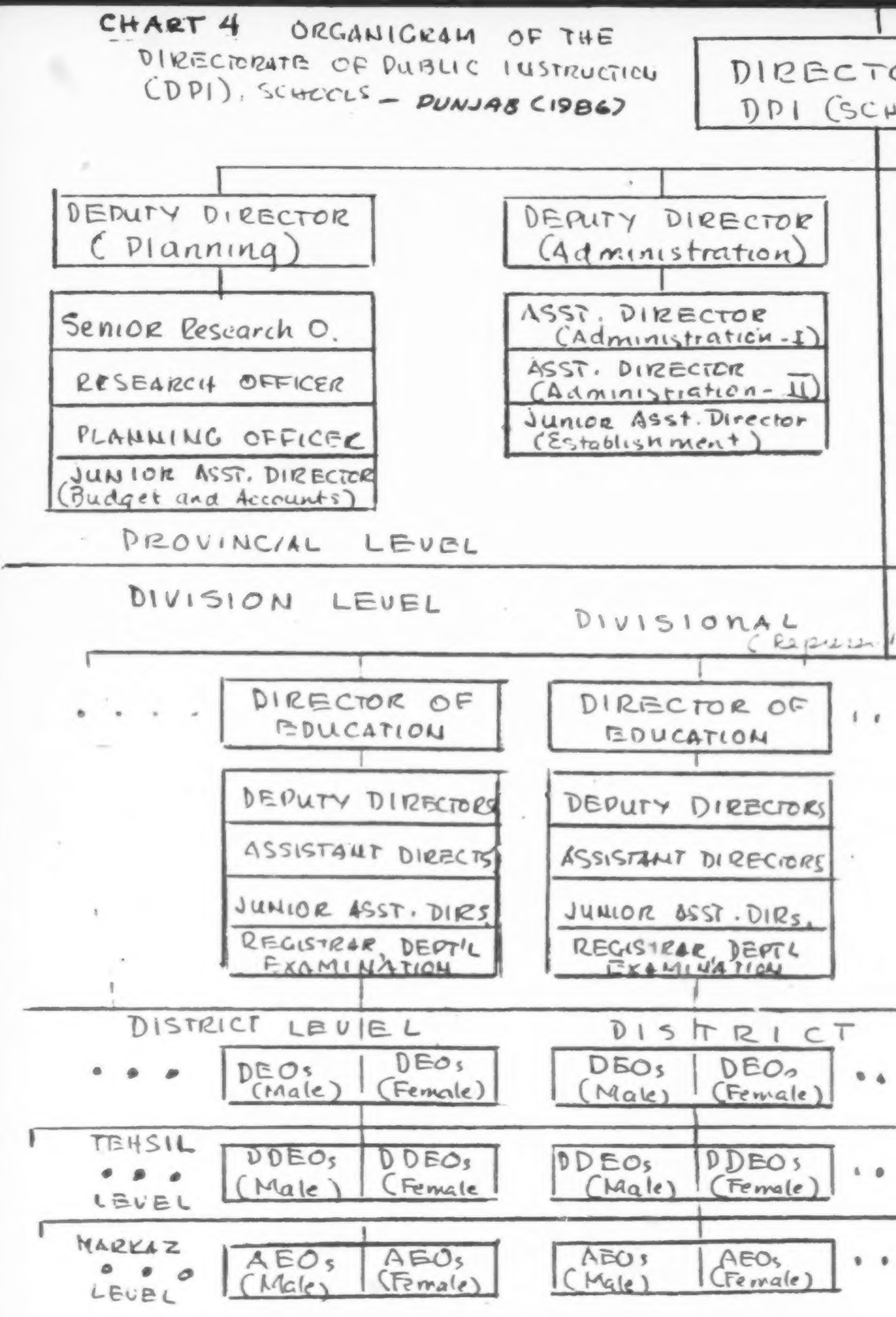

ENT OF EDUCATION
INISTER
ECRETARY
d Departments
Other Inst
Director
Director Sports And Physical Education
Director of Technical Education
Director Curriculum Research Centre
Teacher Edu. Extension Center
Director Bureau of Education
P.I.
eges
D.P.I. Schools
onal Directors
Divisional Directors
D.G. Khan
Faisalabad
Gujranwala.
Bahawalpur
Multan
Lahore
Sargodha
Rawalpindi
District Education Offices
4
3
3
3
3
4
4
3

CHART 4 ORGANIGRAM OF THE DIRECTORATE OF PUBLIC INSTRUCTION (DPI), SCHOOLS – PUNJAB (1986)


DIRECTO
DPI (SCH
DEPUTY DIRECTOR (Planning)
Senior Research O.
RESEARCH OFFICER
PLANNING OFFICER
JUNIOR ASST. DIRECTOR (Budget and Accounts)
DEPUTY DIRECTOR (Administration)
ASST. DIRECTOR (Administration-I)
ASST. DIRECTOR (Administration-II)
Junior Asst. Director (Establishment)
PROVINCIAL LEVEL
DIVISION LEVEL
DIVISIONAL
(Repres
DIRECTOR OF EDUCATION
DEPUTY DIRECTORS
ASSISTANT DIRECTS
JUNIOR ASST. DIRS.
REGISTRAR, DEPT'L EXAMINATION
DIRECTOR OF EDUCATION
DEPUTY DIRECTORS
ASSISTANT DIRECTORS
JUNIOR ASST. DIRS.
REGISTRAR, DEPT'L EXAMINATION
DISTRICT LEVEL
DISTRICT
DEOs (Male)
DEOs (Female)
DEOs (Male)
DEOs (Female)
TEHSIL LEVEL
DDEOs (Male)
DDEOs (Female
DDEOs (Male)
DDEOs (Female)
MARKAZ LEVEL
AEOs (Male)
AEOs (Female)
AEOs (Male)
AEOs (Female)

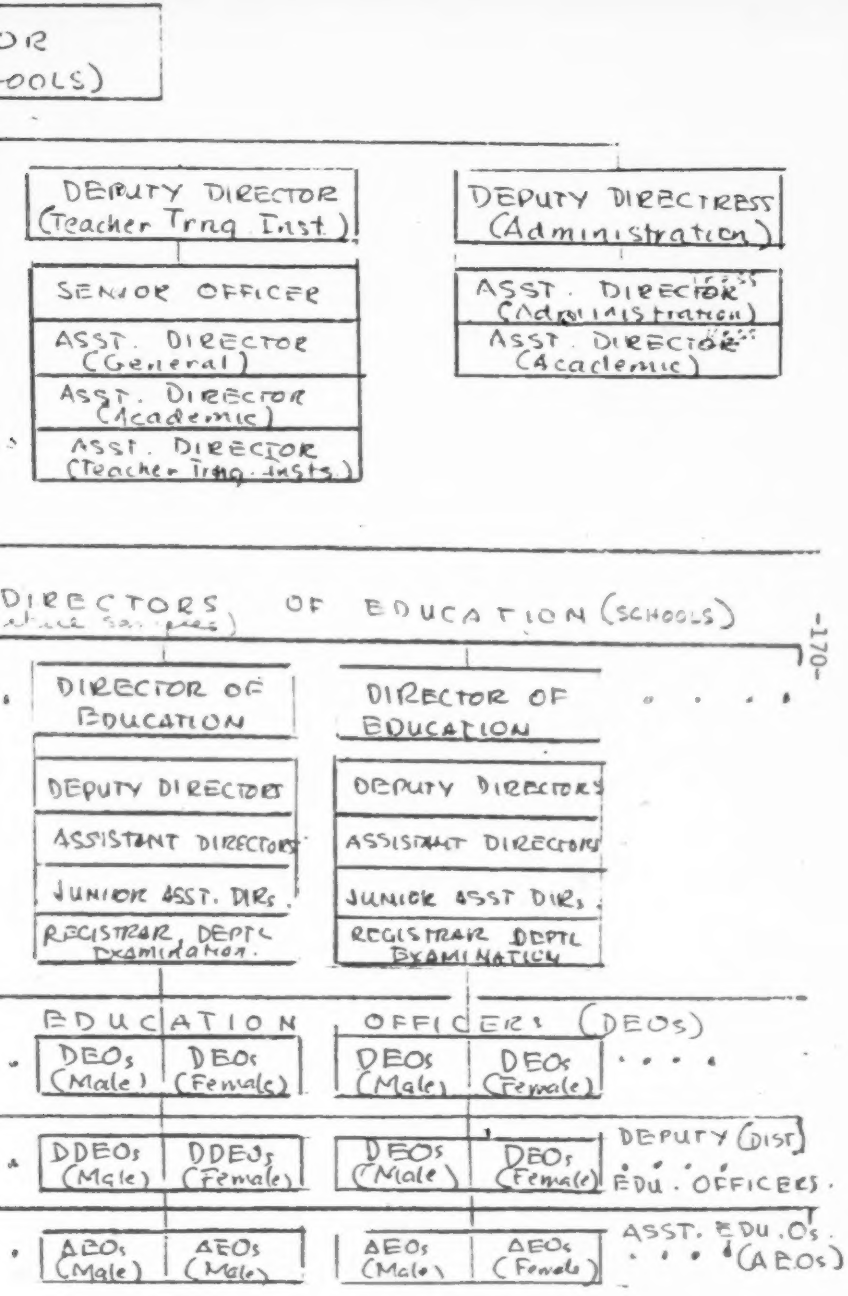
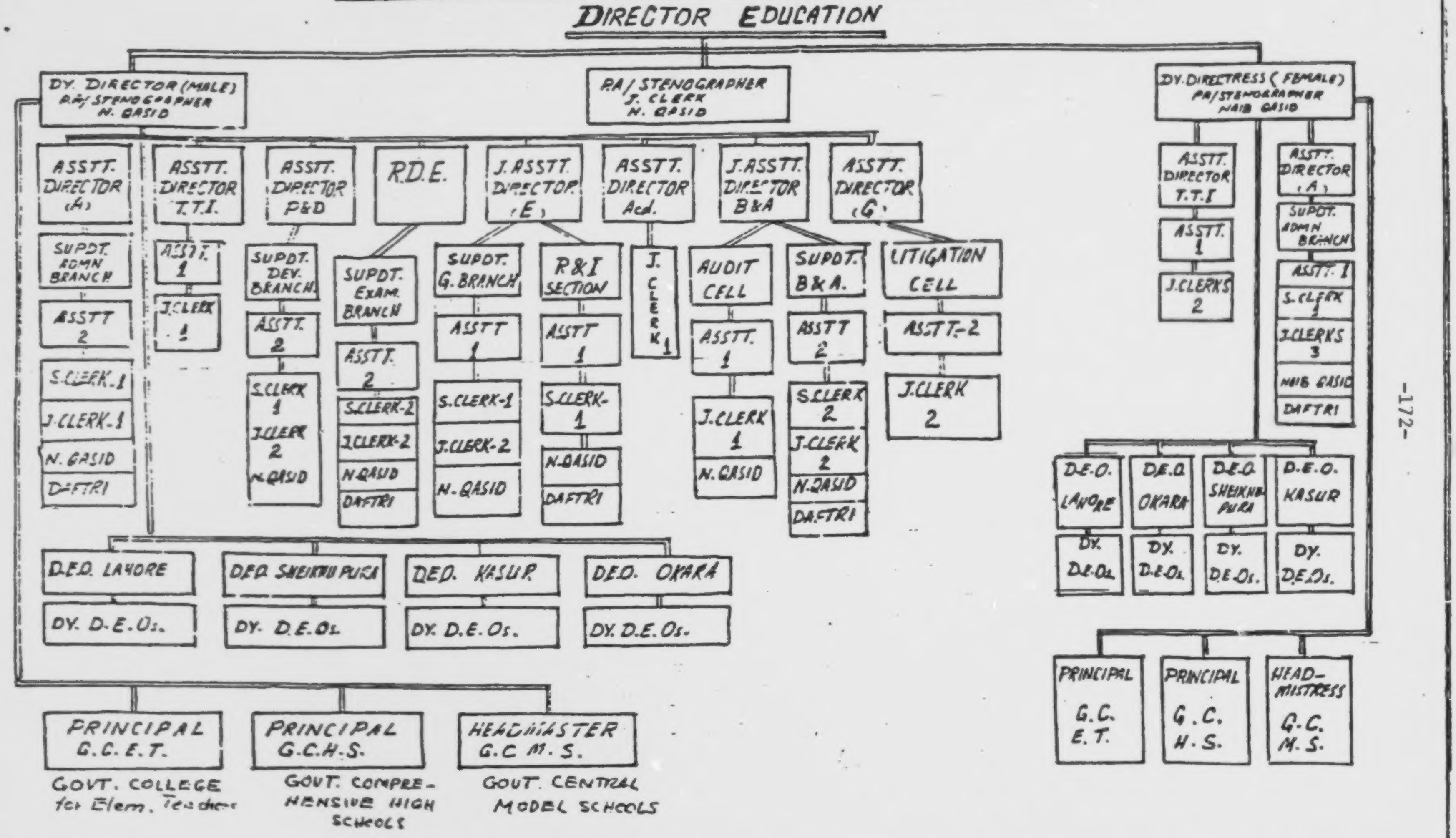

OR
OOLS)
DEPUTY DIRECTOR (Teacher Trng Inst.)
SENIOR OFFICER
ASST. DIRECTOR (General)
ASST. DIRECTOR (Academic)
ASST. DIRECTOR (Teacher Trng. Insts.)
DEPUTY DIRECTRESS (Administration)
ASST. DIRECTRESS (Administration)
ASST. DIRECTRESS (Academic)
DIRECTORS OF EDUCATION (SCHOOLS)
DIRECTOR OF EDUCATION
DEPUTY DIRECTORS
ASSISTANT DIRECTORS
JUNIOR ASST. DIRs.
REGISTRAR, DEPTL EXAMINATION.
DIRECTOR OF EDUCATION
DEPUTY DIRECTORS
ASSISTANT DIRECTORS
JUNIOR ASST DIRs.
REGISTRAR DEPTL EXAMINATION
EDUCATION OFFICERS (DEOs)
DEOs (Male)
DEOs (Female)
DEOs (Male)
DEOs (Female)
DDEOs (Male)
DDEOs (Female)
DEOs (Male)
DEOs (Female)
DEPUTY (DIST) EDU. OFFICERS.
AEOs (Male)
AEOs (Male)
AEOs (Male)
AEOs (Female)
ASST. EDU. Os. (AEOs)

TABLE 1 STATISTICS AT DIVISIONAL LEVEL. PUNJAB PROVINCE (1984)

DIVISION	SEX	PRIMARY SCHOOLS			MIDDLE SCHOOLS			HIGH SCHOOLS			TOTAL SCHOOLS		
		Number	Students	Teachers	N	S	T	N	S	T	N	S	T
Rawalpindi	Boys	2710	214294	7066	357	97031	3859	284	134926	5121	3351	446251	16046
	Girls	1846	141573	4628	181	44693	1820	126	71872	2452	2153	258138	8900
	Total	4556	355867	11694	538	141724	5679	410	206798	7573	5504	704389	24946
Gujranwala	Boys	4470	375074	10713	306	119195	3914	280	166687	4534	5056	660956	19161
	Girls	2676	212819	5736	232	72582	2131	128	84937	2023	3036	370338	9890
	Total	7146	587893	16449	538	191777	6045	408	251624	6557	8092	1031294	29051
Faisalabad	Boys	3488	271023	8710	310	88454	3367	179	103702	3529	3977	468179	15606
	Girls	2249	169131	5321	209	65181	2103	82	46993	1217	2540	276305	8641
	Total	5737	440154	14031	519	153635	5470	261	150695	4746	6517	744484	24247
Sargodha	Boys	3179	175803	7074	245	53240	2468	144	70476	2538	3568	299519	12080
	Girls	1551	70397	3062	114	19830	972	51	17399	693	1716	107626	4727
	Total	4730	246200	10136	359	73070	3440	195	87875	3231	5284	407145	16807
Lahore	Boys	4097	316580	9619	354	105533	3688	293	215153	5886	4744	637266	19193
	Girls	2333	230588	6377	252	70267	2517	175	162247	3822	2760	463102	12716
	Total	6430	547168	15996	606	175800	6205	468	377400	9708	7504	1100368	31909
Multan	Boys	3765	314954	9323	295	83889	3152	184	125353	3747	4244	524196	16222
	Girls	1980	135966	45488	161	39441	1755	72	55030	1587	2213	230437	7890
	Total	5745	450920	13871	456	123330	4907	256	180383	5334	6457	754633	24112
D.G. Khan	Boys	3070	138589	6226	219	39359	2241	96	37356	1693	3385	215304	10160
	Girls	1207	48635	2489	73	9393	710	41	16439	705	1314	74467	3904
	Total	4270	187224	8715	292	48752	2951	137	53795	2398	4699	289771	14064
Bahawalpur	Boys	4066	164867	6984	304	50348	3139	139	84036	3158	4509	309251	13281
	Girls	1705	66845	3156	145	23493	1238	76	36102	1346	1926	126440	5740
	Total	5771	231712	10140	449	73841	4377	215	120138	4504	6435	435691	19021

CHART NO 5 ORGANIZATIONAL CHART

DIRECTORATE OF EDUCATION (SCHOOLS) LHR. DIV. LAHORE.

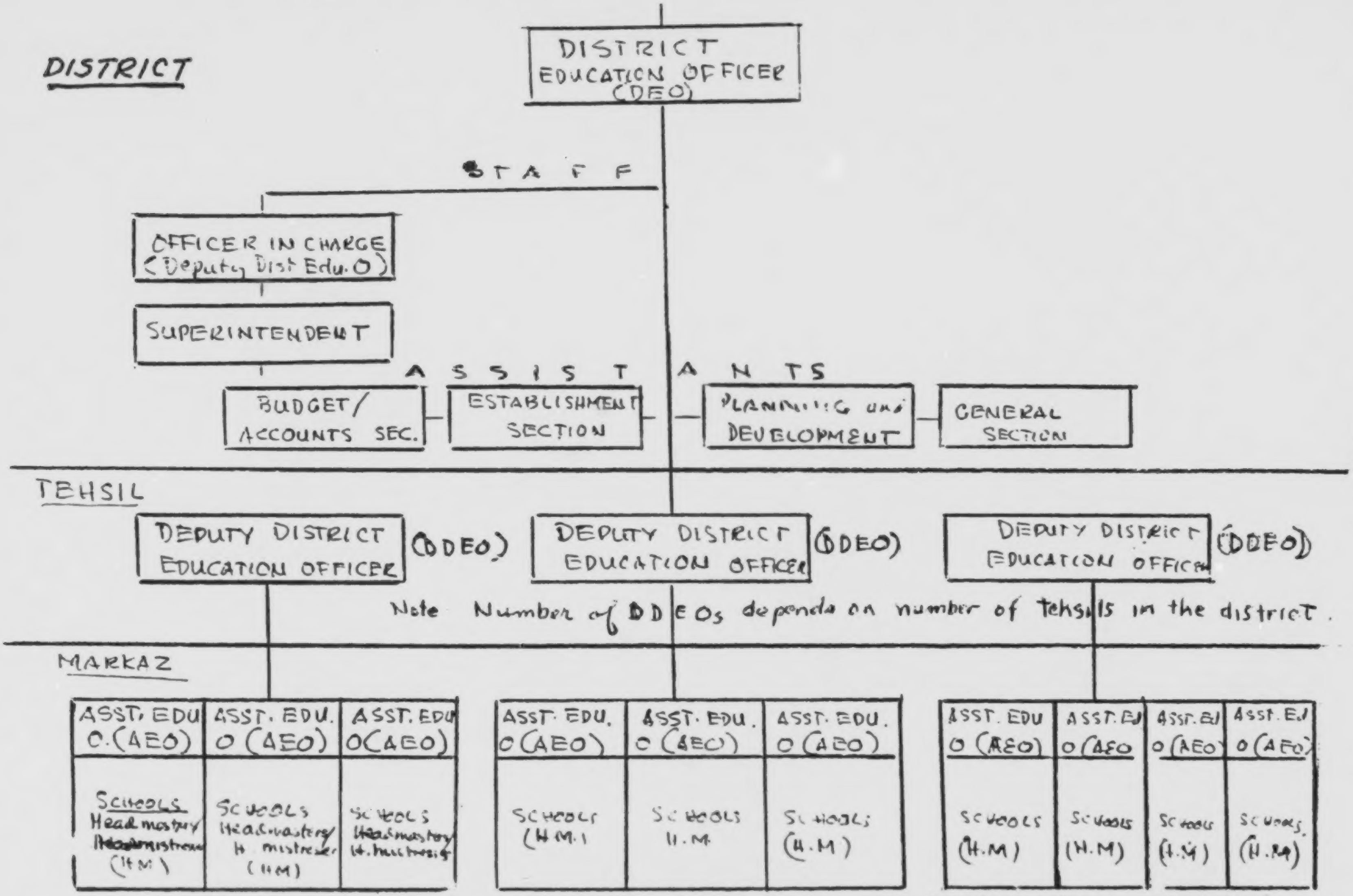

DIRECTOR EDUCATION
DY. DIRECTOR (MALE) PA/STENOGRAPHER N. QASID
PA/STENOGRAPHER J. CLERK N. QASID
DY. DIRECTRESS (FEMALE) PA/STENOGRAPHER NAIB QASID
ASSTT. DIRECTOR (A)
SUPDT. ADMN BRANCH
ASSTT 2
S.CLERK-1
J.CLERK-1
N. QASID
DAFTRI
ASSTT. DIRECTOR T.T.I.
ASSTT. 1
J.CLERK 1
ASSTT. DIRECTOR P&D
SUPDT. DEV. BRANCH
ASSTT. 2
S.CLERK 1
J.CLERK 2
N.QASID
R.D.E.
SUPDT. EXAM. BRANCH
ASSTT. 2
S.CLERK-2
J.CLERK-2
N.QASID
DAFTRI
J. ASSTT. DIRECTOR (E)
SUPDT. G. BRANCH
ASSTT 1
S.CLERK-1
J.CLERK-2
N. QASID
R&I SECTION
ASSTT 1
S.CLERK-1
N.QASID
DAFTRI
ASSTT. DIRECTOR Acd.
J. CLERK 1
J. ASSTT. DIRECTOR B&A
AUDIT CELL
ASSTT. 1
J. CLERK 1
N. QASID
SUPDT. B&A.
ASSTT 2
S.CLERK 2
J.CLERK 2
N.QASID
DAFTRI
ASSTT. DIRECTOR (G)
LITIGATION CELL
ASSTT.-2
J.CLERK 2
D.E.O. LAHORE
DY. D.E.Os.
D.E.O. SHEIKHUPURA
DY. D.E.Os.
D.E.O. KASUR
DY. D.E.Os.
D.E.O. OKARA
DY. D.E.Os.
PRINCIPAL G.C.E.T.
PRINCIPAL G.C.H.S.
HEADMASTER G.C M.S.
ASSTT. DIRECTOR T.T.I
ASSTT. 1
J.CLERKS 2
ASSTT. DIRECTOR (A)
SUPDT. ADMN BRANCH
ASSTT. 1
S.CLERK 1
J.CLERKS 3
NAIB QASID
DAFTRI
D.E.O. LAHORE
DY. D.E.Os.
D.E.O. OKARA
DY. D.E.Os.
D.E.O. SHEIKHUPURA
DY. D.E.Os.
D.E.O. KASUR
DY. D.E.Os.
PRINCIPAL G.C. E.T.
PRINCIPAL G.C. H.S.
HEADMISTRESS G.C. M.S.

GOVT. COLLEGE for Elem. Teachers

GOVT. COMPREHENSIVE HIGH SCHOOLS

GOVT. CENTRAL MODEL SCHOOLS

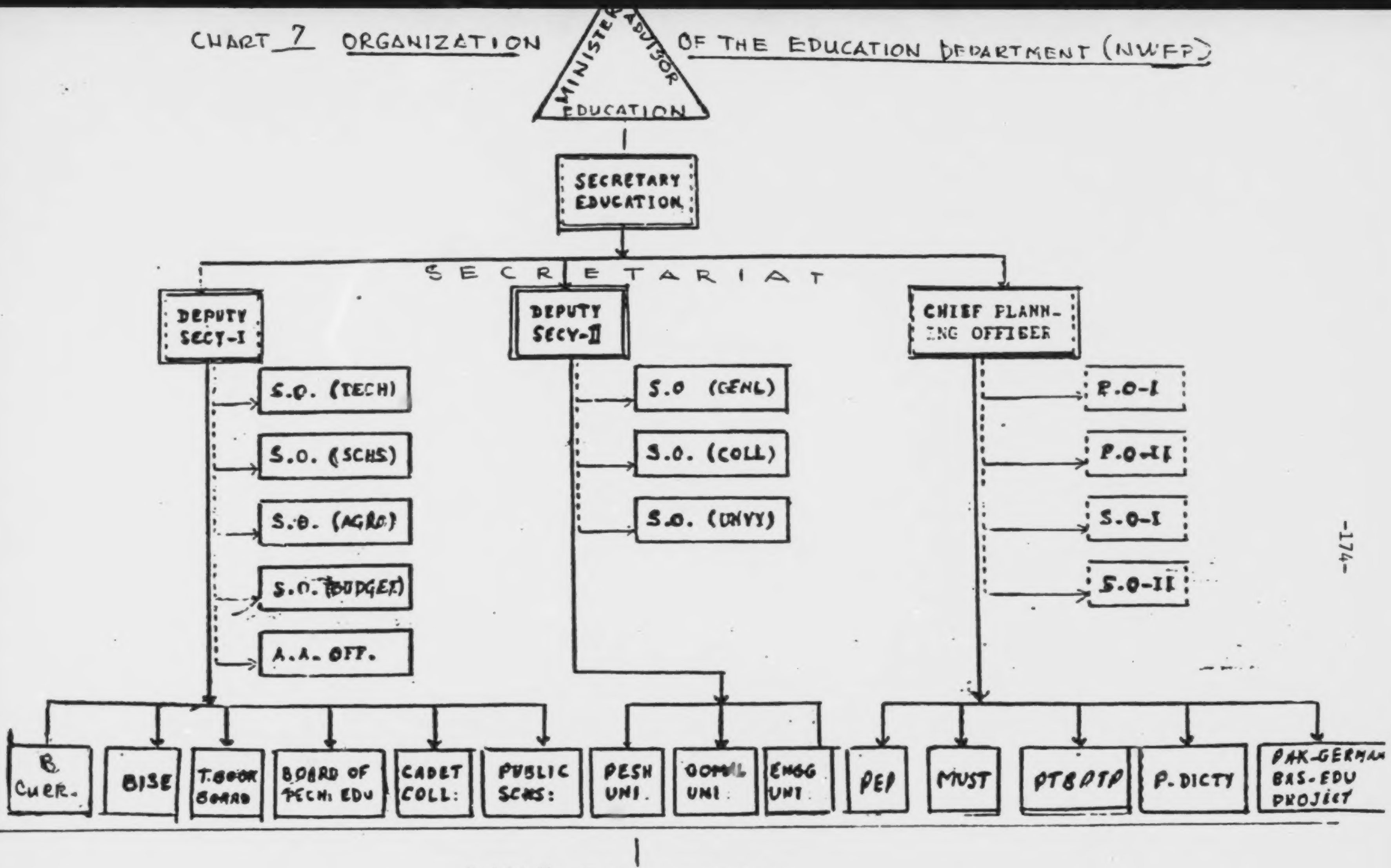
CHART NO. 6 Organizational Chart District Education Office, Punjab Province (1986)


DISTRICT
DISTRICT EDUCATION OFFICER (DEO)
STAFF
OFFICER IN CHARGE (Deputy Dist Edu. O)
SUPERINTENDENT
ASSISTANTS
BUDGET/ ACCOUNTS SEC.
ESTABLISHMENT SECTION
PLANNING and DEVELOPMENT
GENERAL SECTION
TEHSIL
DEPUTY DISTRICT EDUCATION OFFICER (DDEO)
DEPUTY DISTRICT EDUCATION OFFICER (DDEO)
DEPUTY DISTRICT EDUCATION OFFICER (DDEO)
MARKAZ
ASST. EDU O. (AEO)
ASST. EDU. O (AEO)
ASST. EDU O (AEO)
ASST. EDU. O (AEO)
ASST. EDU. O (AEO)
ASST. EDU. O (AEO)
ASST. EDU O (AEO)
ASST. EDU O (AEO)
ASST. EDU O (AEO)
ASST. EDU O (AEO)
SCHOOLS Headmaster Headmistress (HM)
SCHOOLS Headmaster H mistress (HM)
SCHOOLS Headmaster H. mistress
SCHOOLS (H.M.)
SCHOOLS H.M.
SCHOOLS (H.M)
SCHOOLS (H.M)
SCHOOLS (H.M)
SCHOOLS (H.M)
SCHOOLS (H.M)

Note Number of DDEOs depends on number of tehsils in the district.

Number of AEOs depends on number of markaz in the tehsil.

CHART 7 ORGANIZATION OF THE EDUCATION DEPARTMENT (NWFP)


MINISTER ADVISOR EDUCATION
SECRETARY EDUCATION
SECRETARIAT
DEPUTY SECY-I
DEPUTY SECY-II
CHIEF PLANNING OFFICER
S.O. (TECH)
S.O. (SCHS)
S.O. (AGRO)
S.O. (BUDGET)
A.A. OFF.
S.O (GENL)
S.O. (COLL)
S.O. (UNVY)
P.O-I
P.O-II
S.O-I
S.O-II
B. CURR.
BISE
T.BOOK BOARD
BOARD OF TECH: EDU
CADET COLL:
PUBLIC SCHS:
PESH UNI.
GOMAL UNI
ENGG UNI
PEP
MUST
PTB PTP
P. DICTY
PAK-GERMAN BAS-EDU PROJECT

LINE DIRECTORATES

- DIRECTOR OF EDUCATION (SCHOOLS)
- DIRECTOR OF EDUCATION (COLLEGES)
- DIRECTOR OF EDUCATION (FATA)

CHART 8 ORGANIZATION OF THE DIRECTORATE OF EDUCATION (SCHOOLS) - NWFP (1986)

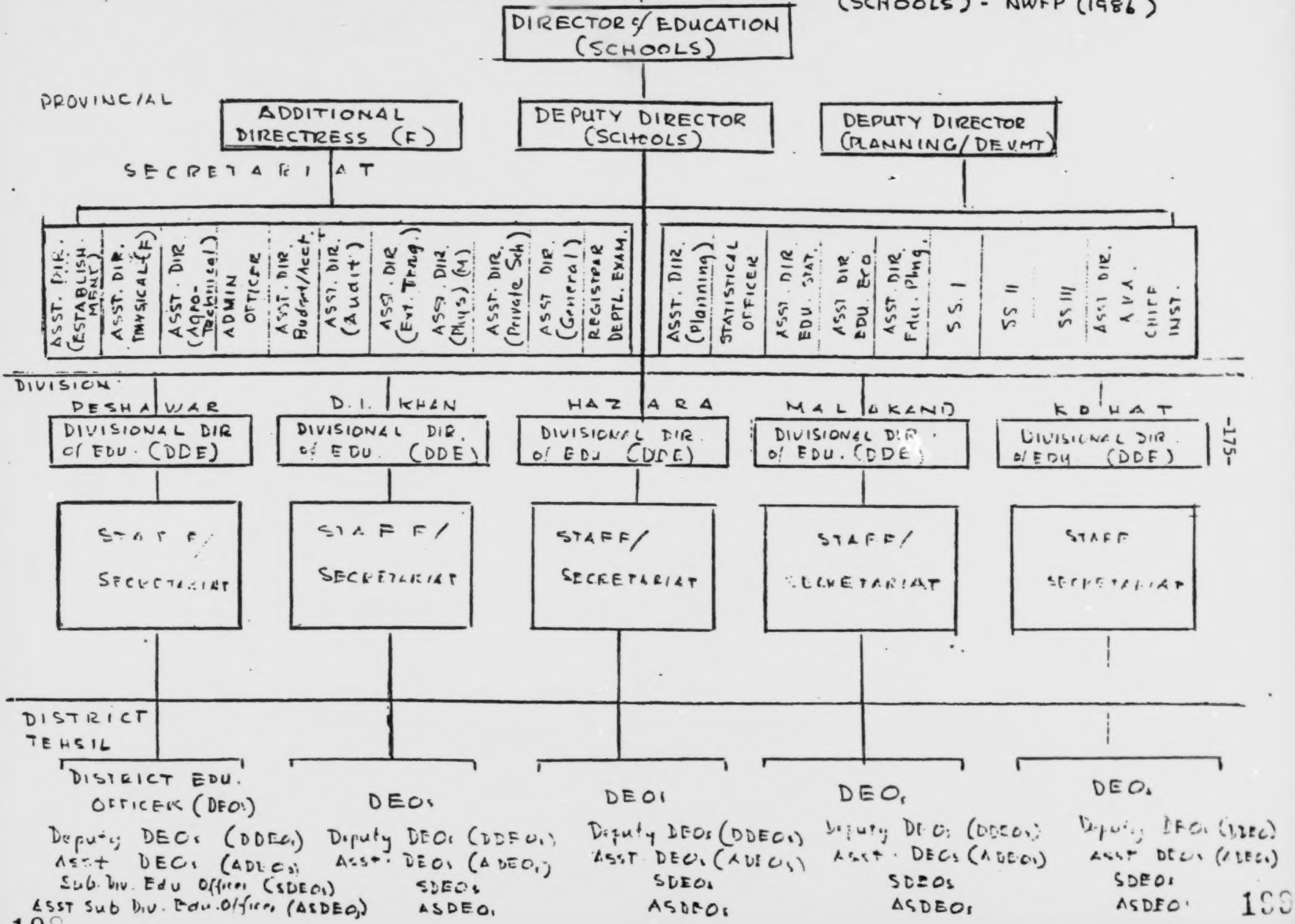

DIRECTOR of EDUCATION (SCHOOLS)
PROVINCIAL
ADDITIONAL DIRECTRESS (F)
DEPUTY DIRECTOR (SCHOOLS)
DEPUTY DIRECTOR (PLANNING/DEV.MT)
SECRETARIAT
ASST. DIR. (ESTABLISHMENT)
ASST. DIR. PHYSICAL (F)
ASST. DIR (Agro-Technical)
ADMIN OFFICER
ASST. DIR Budget/Acct.
ASST. DIR. (Audit)
ASST. DIR (Ext. Trng.)
ASST. DIR (Phys) (M)
ASST. DIR. (Private Sch)
ASST DIR. (General)
REGISTRAR DEPTL. EXAM.
ASST. DIR. (Planning)
STATISTICAL OFFICER
ASST. DIR EDU. STAT.
ASST DIR EDU. Eco
ASST. DIR. Edu. Plng.
SS. I
SS II
SS III
ASST. DIR. AVA.
CHIEF INST.
DIVISION
PESHAWAR
D.I. KHAN
HAZARA
MALAKAND
KOHAT
DIVISIONAL DIR of EDU. (DDE)
DIVISIONAL DIR. of EDU. (DDE)
DIVISIONAL DIR. of EDU (DDE)
DIVISIONAL DIR. of EDU. (DDE)
DIVISIONAL DIR. of EDU (DDE)
STAFF/ SECRETARIAT
STAFF/ SECRETARIAT
STAFF/ SECRETARIAT
STAFF/ SECRETARIAT
STAFF SECRETARIAT
DISTRICT
TEHSIL
DISTRICT EDU. OFFICER (DEOs)
Deputy DEOs (DDEOs)
Asst DEOs (ADEOs)
Sub. Div. Edu Officer (SDEOs)
ASST Sub Div. Edu. Officer (ASDEOs)
DEOs
Deputy DEOs (DDEOs)
Asst. DEOs (ADEOs)
SDEOs
ASDEOs
DEOs
Deputy DEOs (DDEOs)
ASST DEOs (ADEOs)
SDEOs
ASDEOs
DEOs
Deputy DEOs (DDEOs)
Asst. DEOs (ADEOs)
SDEOs
ASDEOs
DEOs
Deputy DEOs (DDEOs)
Asst DEOs (ADEOs)
SDEOs
ASDEOs

CHART 9 : ORGANIZATION OF A DIVISIONAL DIRECTORATE OF EDUCATION (NWFP) - 1986

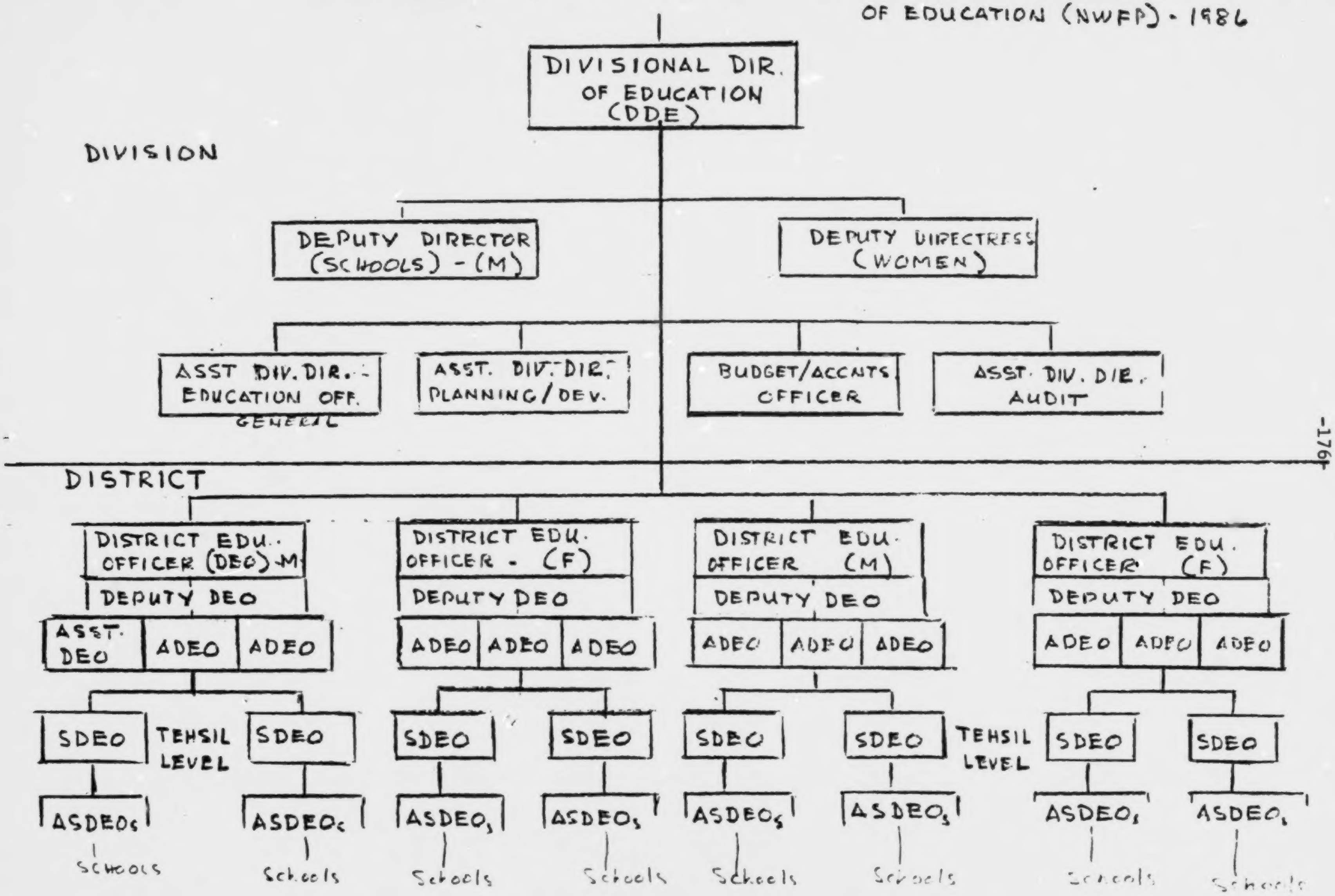

DIVISIONAL DIR. OF EDUCATION (DDE)
DIVISION
DEPUTY DIRECTOR (SCHOOLS) - (M)
DEPUTY DIRECTRESS (WOMEN)
ASST DIV. DIR. - EDUCATION OFF. GENERAL
ASST. DIV. DIR. PLANNING/DEV.
BUDGET/ACCNTS OFFICER
ASST. DIV. DIR. AUDIT
DISTRICT
DISTRICT EDU. OFFICER (DEO) M
DEPUTY DEO
ASST. DEO
ADEO
ADEO
DISTRICT EDU. OFFICER - (F)
DEPUTY DEO
ADEO
ADEO
ADEO
DISTRICT EDU. OFFICER (M)
DEPUTY DEO
ADEO
ADEO
ADEO
DISTRICT EDU. OFFICER (F)
DEPUTY DEO
ADEO
ADEO
ADEO
SDEO
TEHSIL LEVEL
SDEO
SDEO
SDEO
SDEO
SDEO
TEHSIL LEVEL
SDEO
SDEO
ASDEOs
ASDEOs
ASDEOs
ASDEOs
ASDEOs
ASDEOs
ASDEOs
ASDEOs
Schools
Schools
Schools
Schools
Schools
Schools
Schools
Schools

CHART 10 ORGANIZATION OF A DISTRICT EDUCATION OFFICE. (NWFP) - 1986

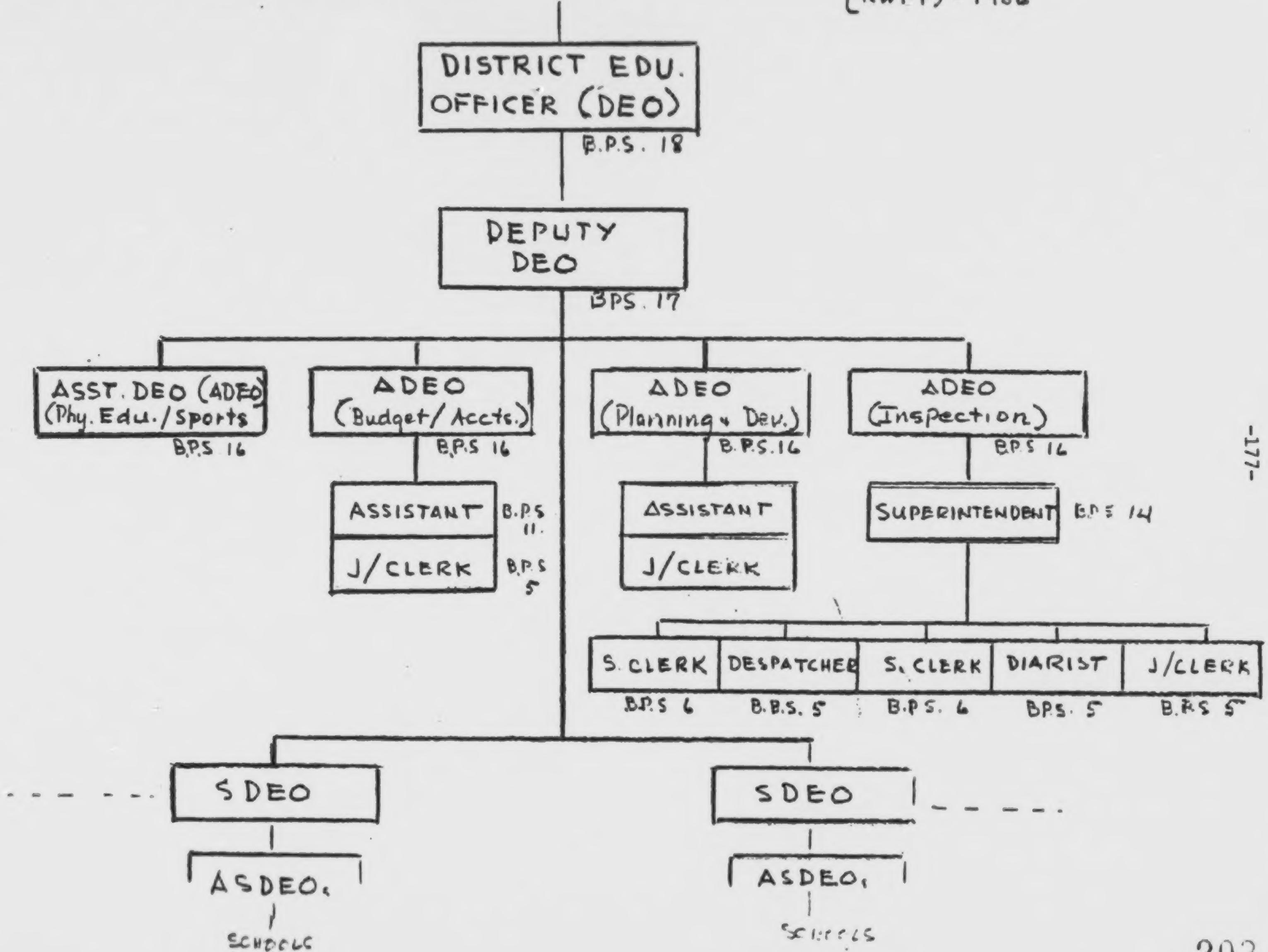

DISTRICT EDU. OFFICER (DEO)
B.P.S. 18
DEPUTY DEO
BPS. 17
ASST. DEO (ADEO) (Phy. Edu./Sports)
B.P.S 16
ADEO (Budget/Accts.)
B.P.S 16
ADEO (Planning & Dev.)
B.P.S.16
ADEO (Inspection)
B.P.S 16
ASSISTANT
B.P.S 11.
J/CLERK
B.P.S 5
ASSISTANT
J/CLERK
SUPERINTENDENT
B.P.S 14
S. CLERK
B.P.S 6
DESPATCHER
B.B.S. 5
S. CLERK
B.P.S. 6
DIARIST
B.P.S. 5
J/CLERK
B.P.S 5
SDEO
SDEO
ASDEO.
ASDEO.
SCHOOLS
SCHOOLS

CHART II ORGANIZATION OF SUB-DIVISIONAL EDUCATION OFFICE (SDEO) - TEHSIL LEVEL (NWFP)

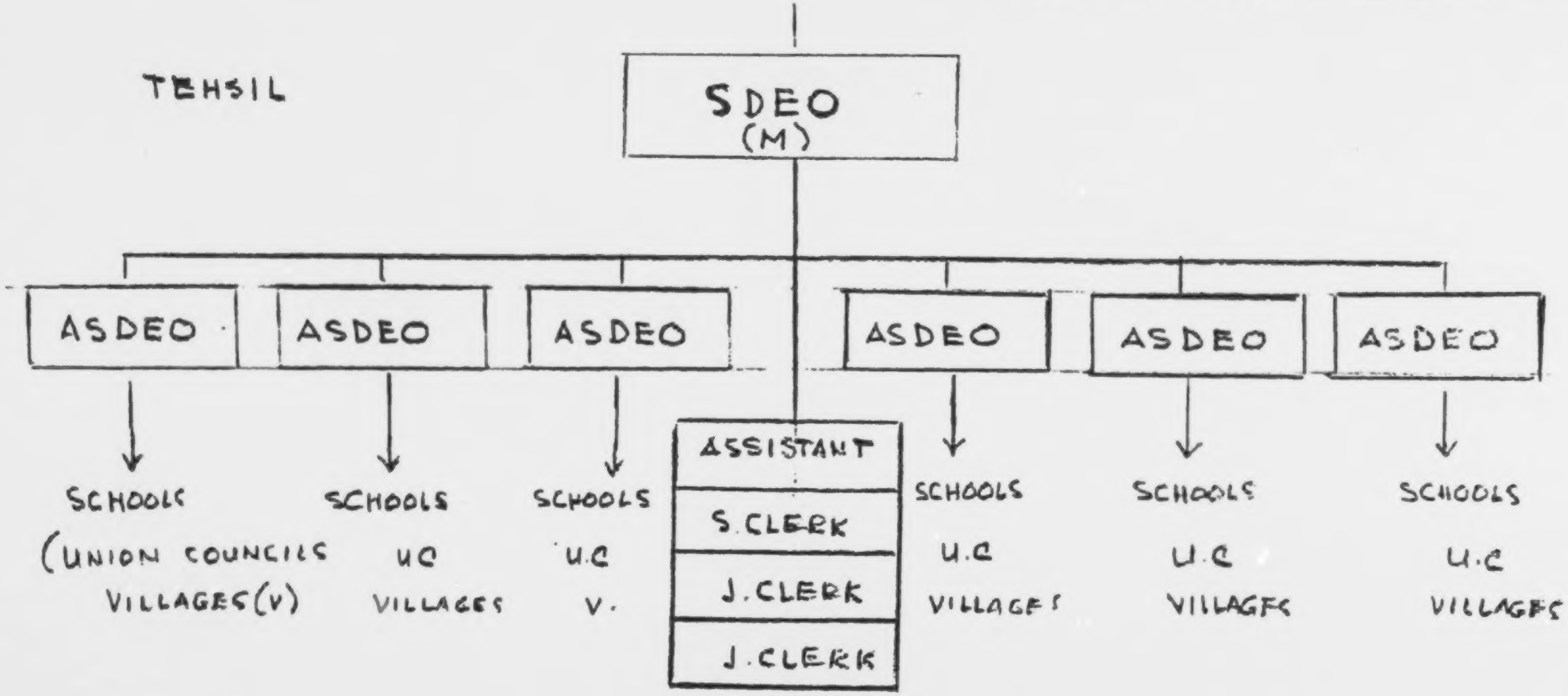

TEHSIL
SDEO (M)
ASDEO
ASDEO
ASDEO
ASDEO
ASDEO
ASDEO
ASSISTANT
S. CLERK
J. CLERK
J. CLERK
SCHOOLS (UNION COUNCILS VILLAGES (V)
SCHOOLS UC VILLAGES
SCHOOLS U.C V.
SCHOOLS U.C VILLAGES
SCHOOLS U.C VILLAGES
SCHOOLS U.C VILLAGES

CHART 12: ORGANIZATION OF THE DIRECTORATE OF EDUCATION, F.A.T.A. (NWFP), 1986

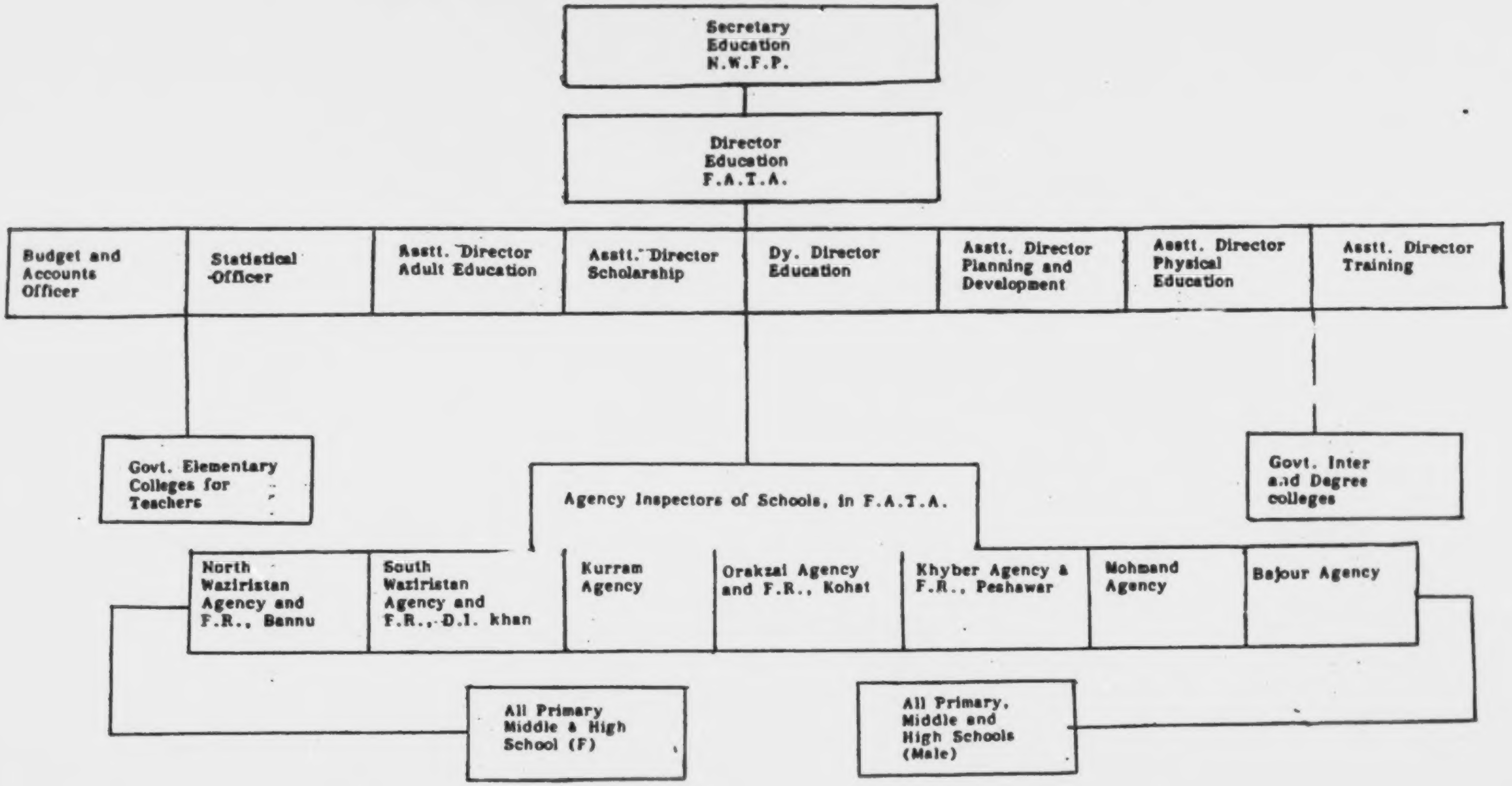

Secretary Education N.W.F.P.
Director Education F.A.T.A.
Budget and Accounts Officer
Statistical Officer
Asstt. Director Adult Education
Asstt. Director Scholarship
Dy. Director Education
Asstt. Director Planning and Development
Asstt. Director Physical Education
Asstt. Director Training
Govt. Elementary Colleges for Teachers
Agency Inspectors of Schools, in F.A.T.A.
Govt. Inter and Degree colleges
North Waziristan Agency and F.R., Bannu
South Waziristan Agency and F.R., D.I. khan
Kurram Agency
Orakzai Agency and F.R., Kohat
Khyber Agency & F.R., Peshawar
Mohmand Agency
Bajour Agency
All Primary Middle & High School (F)
All Primary, Middle and High Schools (Male)

TABLE 2.

NUMBER OF PRIMARY/MOSQUE SCHOOLS AND POPULATION DISTRICT-WISE

BALUCHISTAN PROVINCE, OCTOBER 15, 1985

Name of District	PRIMARY SCHOOLS Male	Female	Male	MIDDLE SCHOOLS Male	Female	Male	HIGH SCHOOLS Male	Female	Male	Mosque Schools	Population in thousand 1981 Census
Quetta	134	28	222	21	20	41	20	13	33	92	380
Pishin	245	50	295	30	2	32	15	4	19	177	374
Loralai	283	49	332	30	6	36	10	3	13	201	391
Zhob	260	42	302	32	1	33	6	3	9	157	360
Chagai	97	18	115	18	4	22	5	2	7	48	120
Sibi	105	38	143	17	4	21	7	3	10	71	129
Nasirabad	252	27	279	26	2	28	11	3	14	191	393
Kohlu	116	10	126	7	-	7	3	1	4	33	178
Dera Bugti	74	11	85	10	1	11	4	-	4	64	
Kachhi	185	28	213	26	7	33	13	2	15	126	308
Kalat	184	32	216	30	7	37	8	4	12	120	333
Khuzdar	199	19	218	25	3	28	11	1	12	131	371
Kharan	100	9	109	22	-	22	4	1	5	59	129
Lasbela	161	20	181	23	2	25	9	2	11	86	187
Turbat	142	16	158	24	2	26	11	1	12	78	378
Panjgur	49	9	58	15	2	17	5	1	6	65	161
Gawadur	52	6	58	9	1	10	5	1	6	41	113
TOTAL	2,638	472	3,110	365	64	429	147	45	192	1,740	

TABLE 3 : BALUCHISTAN PROVINCE.

CLASS-WISE ENROLMENT OF STUDENTS LEVEL GRADE OF PRIMARY/MIDDLE/HIGH SCHOOLS (INCLUDING MOSQUE SCHOOLS) IN BALUCHISTAN, AS IT STOOD ON 15.10.1985.

CLASS-WISE LEVEL GRADE BY SEX.	PRIMARY/MOSQUE SCHOOLS.			MIDDLE SCHOOLS.			HIGH SCHOOLS.			GRAND TOTAL.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
PRIMARY LEVEL.												
CLASS-I.........	89484	15568	105052	19656	5141	24797	11718	6077	17795	120858	26786	147644
CLASS-II........	36458	4108	40866	9082	1454	10536	5346	2215	7561	50886	8077	58963
CLASS-III.......	23300	2973	26273	6672	1072	7744	4730	1931	6661	34702	5976	40678
CLASS-IV........	16733	2338	19071	5687	740	6427	4284	1893	6277	26804	4971	31775
CLASS-V.........	10115	1880	11995	4477	517	4994	3665	1528	5193	18257	3925	22182
TOTAL PRY/LEVEL.	176090	27167	203257	45574	8924	54498	29843	13644	43487	251507	49735	301242
MIDDLE LEVEL.												
CLASS-VI........	-	-	-	4355	379	4734	8034	3673	11707	12389	4052	16441
CLASS-VII.......	-	-	-	3482	288	3770	6493	2571	9064	9975	2859	12834
CLASS-VIII......	-	-	-	2801	171	2972	5812	2834	8646	8613	3005	11618
TOTAL MIDDLE LEVEL	-	-	-	10638	838	11476	20339	9078	29417	30977	9916	40893
HIGH LEVEL.												
CLASS-IX........	-	-	-	-	-	-	5439	1553	6992	5439	1553	6992
CLASS-X.........	-	-	-	-	-	-	4460	1059	5519	4460	1059	5519
TOTAL HIGH LEVEL.	-	-	-	-	-	-	9899	2612	12511	9899	2612	12511
GRAND TOTAL-....	176090	27167	203257	56212	9762	65974	60081	25334	85415	292383	62263	356646

CHART 13 ORGANIZATION OF THE EDUCATION DEPARTMENT
BALUCHISTAN 1986

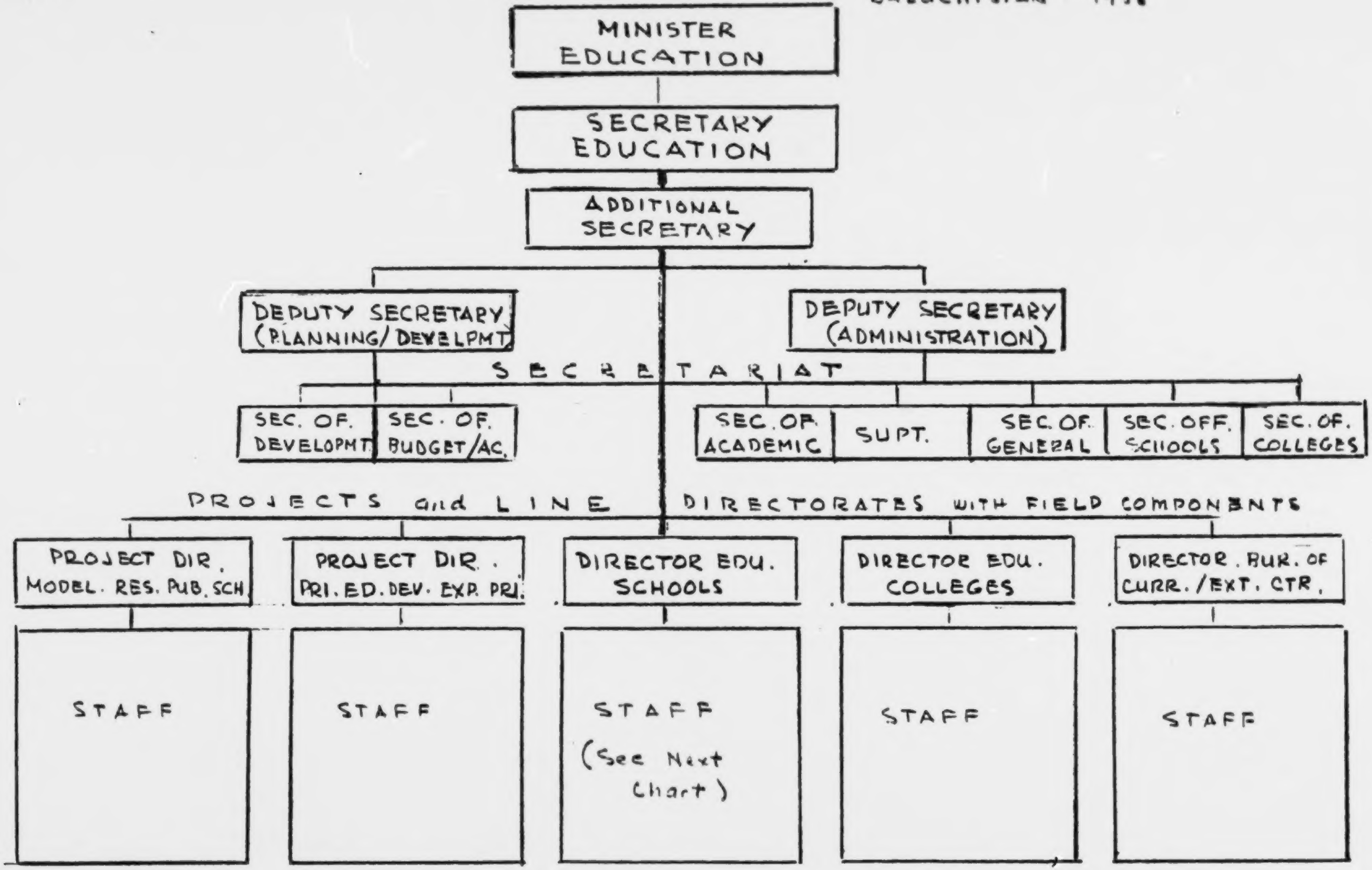

MINISTER EDUCATION
SECRETARY EDUCATION
ADDITIONAL SECRETARY
DEPUTY SECRETARY (PLANNING/DEVELPMT)
DEPUTY SECRETARY (ADMINISTRATION)
SECRETARIAT
SEC. OF. DEVELOPMT
SEC. OF. BUDGET/AC.
SEC. OF. ACADEMIC
SUPT.
SEC. OF. GENERAL
SEC. OFF. SCHOOLS
SEC. OF. COLLEGES
PROJECTS and LINE DIRECTORATES with FIELD COMPONENTS
PROJECT DIR. MODEL. RES. PUB. SCH
PROJECT DIR. PRI. ED. DEV. EXP. PRJ.
DIRECTOR EDU. SCHOOLS
DIRECTOR EDU. COLLEGES
DIRECTOR. BUR. OF CURR./EXT. CTR.
STAFF
STAFF
STAFF (See Next Chart)
STAFF
STAFF

CHART NO. 14: ORGANIZATIONAL STRUCTURES OF THE LINE DIRECTORATES IN THE EDUCATION DEPARTMENT, BALUCHISTAN PROVINCE, 1986

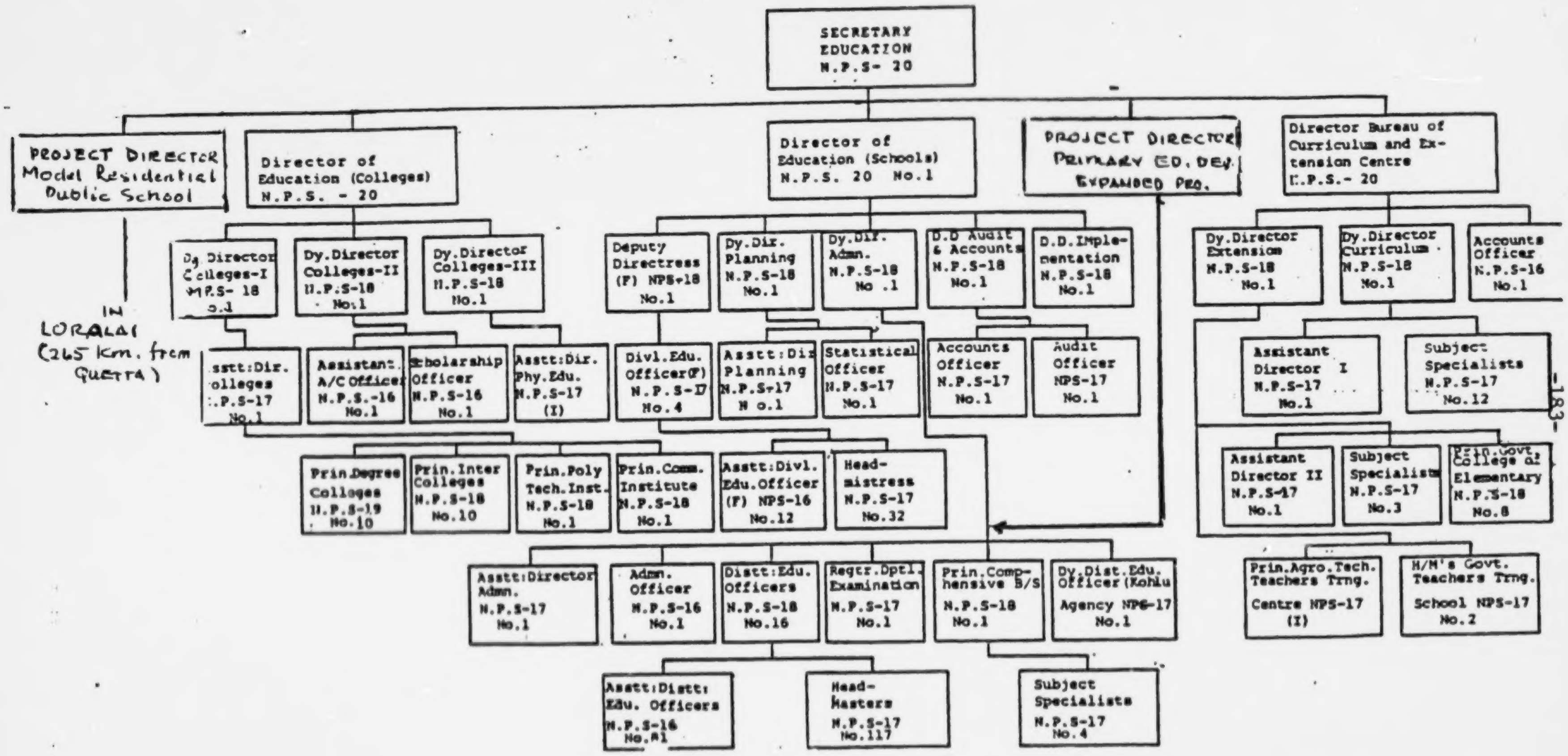

SECRETARY EDUCATION N.P.S- 20
PROJECT DIRECTOR Model Residential Public School
IN LORALAI (265 Km. from QUETTA)
Director of Education (Colleges) N.P.S. - 20
Director of Education (Schools) N.P.S. 20 No.1
PROJECT DIRECTOR PRIMARY ED. DEV. EXPANDED PRO.
Director Bureau of Curriculum and Extension Centre N.P.S.- 20
Dy. Director Colleges-I NPS- 18 No.1
Dy.Director Colleges-II N.P.S-18 No.1
Dy.Director Colleges-III N.P.S-18 No.1
Asstt:Dir. Colleges N.P.S-17 No.1
Assistant A/C Officer N.P.S.-16 No.1
Scholarship Officer N.P.S-16 No.1
Asstt:Dir. Phy.Edu. N.P.S-17 (I)
Prin.Degree Colleges N.P.S-19 No.10
Prin.Inter Colleges N.P.S-18 No.10
Prin.Poly Tech.Inst. N.P.S-18 No.1
Prin.Comm. Institute N.P.S-18 No.1
Deputy Directress (F) NPS-18 No.1
Dy.Dir. Planning N.P.S-18 No.1
Dy.Dir. Admn. N.P.S-18 No.1
D.D Audit & Accounts N.P.S-18 No.1
D.D.Implementation N.P.S-18 No.1
Divl.Edu. Officer(F) N.P.S-IV No.4
Asstt:Dir Planning N.P.S-17 No.1
Statistical Officer N.P.S-17 No.1
Accounts Officer N.P.S-17 No.1
Audit Officer NPS-17 No.1
Asstt:Divl. Edu.Officer (F) NPS-16 No.12
Head-mistress N.P.S-17 No.32
Asstt:Director Admn. N.P.S-17 No.1
Admn. Officer N.P.S-16 No.1
Distt:Edu. Officers N.P.S-18 No.16
Regtr.Dptl. Examination N.P.S-17 No.1
Prin.Comprehensive B/S N.P.S-18 No.1
Dy.Dist.Edu. Officer (Kohlu Agency NPS-17 No.1
Asstt:Distt: Edu. Officers N.P.S-16 No.81
Head-Masters N.P.S-17 No.117
Subject Specialists N.P.S-17 No.4
Dy.Director Extension N.P.S-18 No.1
Dy.Director Curriculum N.P.S-18 No.1
Accounts Officer N.P.S-16 No.1
Assistant Director I N.P.S-17 No.1
Subject Specialists N.P.S-17 No.12
Assistant Director II N.P.S-17 No.1
Subject Specialists N.P.S-17 No.3
Prin.Govt. College of Elementary N.P.S-18 No.8
Prin.Agro.Tech. Teachers Trng. Centre NPS-17 (I)
H/M's Govt. Teachers Trng. School NPS-17 No.2

CHART 15. ORGANIZATION OF A DISTRICT-TEHSIL EDUCATION OFFICE, BALUCHISTAN, 1986

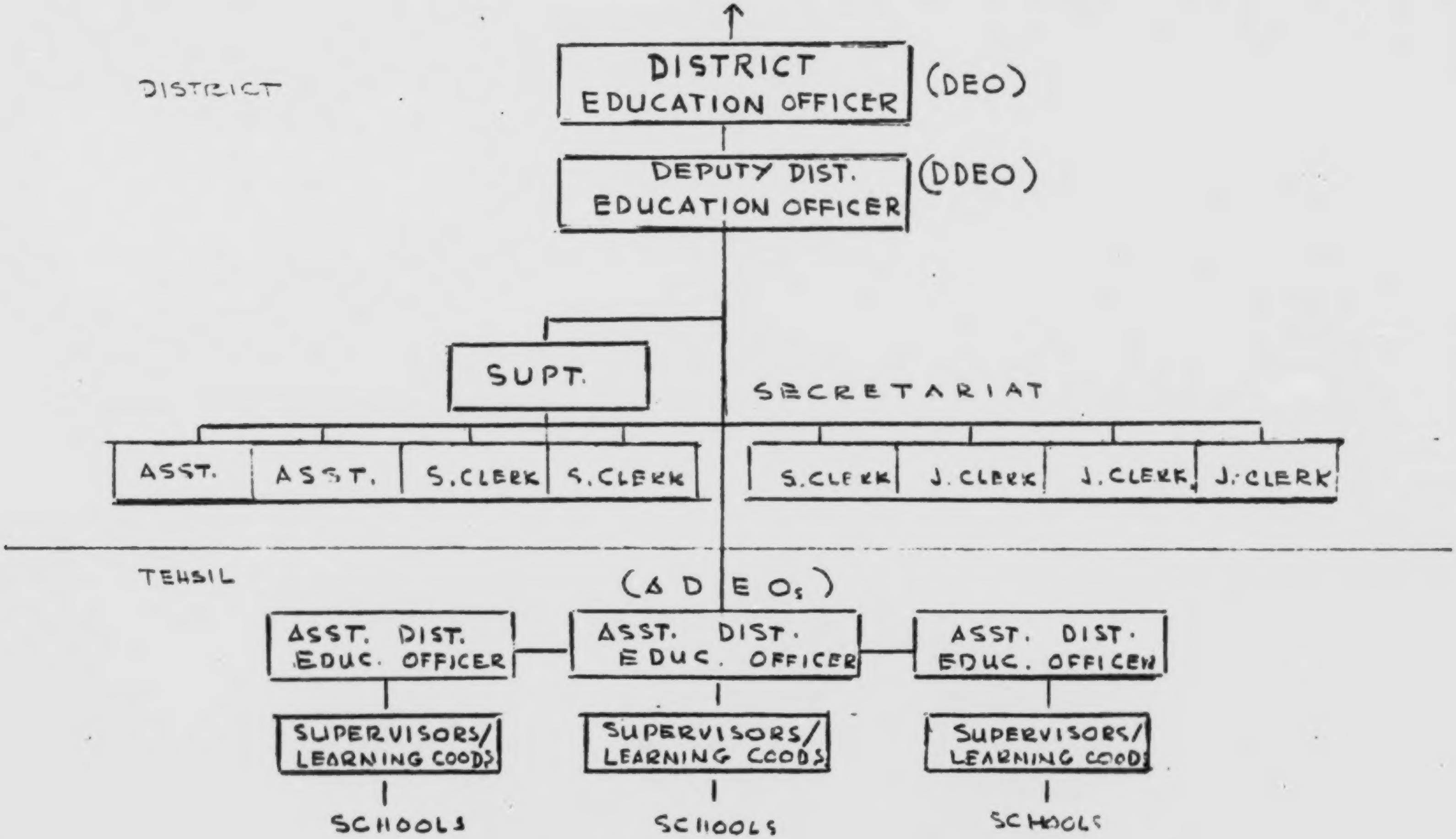

DISTRICT
DISTRICT EDUCATION OFFICER
(DEO)
DEPUTY DIST. EDUCATION OFFICER
(DDEO)
SUPT.
SECRETARIAT
ASST.
ASST.
S. CLERK
S. CLERK
S. CLERK
J. CLERK
J. CLERK
J. CLERK
TEHSIL
(ADEOs)
ASST. DIST. EDUC. OFFICER
ASST. DIST. EDUC. OFFICER
ASST. DIST. EDUC. OFFICER
SUPERVISORS/ LEARNING COODS
SUPERVISORS/ LEARNING COODS
SUPERVISORS/ LEARNING COODS
SCHOOLS
SCHOOLS
SCHOOLS

CHART NO. 16, PROPOSED DIRECTORATE PRIMARY EDUCATION : BALUCHISTAN, 1986

STAFF ORGANIZATION

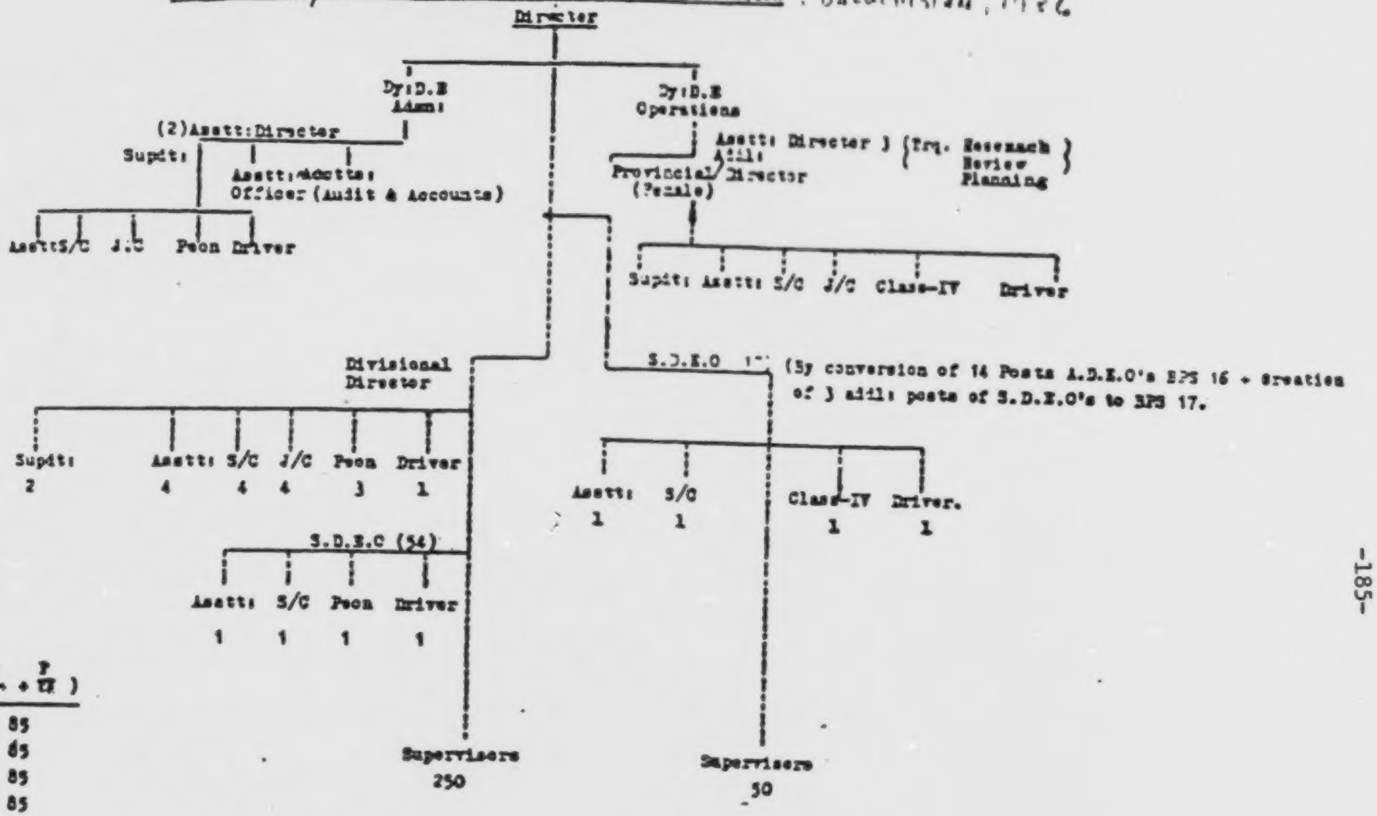
D.E(Primary)	1
Dy:De (18)	2
Asstt:Director (17)	5
Account Officer	1
Supdt:	2
Asstt:	4
S/C	8
J/C	8
Driver	2
Class IV	5

Line Organization Structure

Divisional Director (19)	4
Provincial/Addl: Director (19) Female	1
Supdt:	10
Asstt:	20
S/C	20
J/C	20
Class IV	15
Driver	5

Sub-Divisional Officers 85 ($\overset{M}{68}$ + $\overset{F}{17}$)

Asstt:	68 + 17 = 85
S/C	68 + 17 = 85
Class IV	68 + 17 = 85
Driver	68 + 17 = 85


Director
Dy:D.E Admn:
Dy:D.E Operations
(2)Asstt:Director
Supdt:
Asstt:Acctts: Officer (Audit & Accounts)
Asstt S/C J.C Peon Driver
Asstt: Director) {Trg. Research Review Planning }
Provincial/Addl: Director (Female)
Supdt: Asstt: S/C J/C Class-IV Driver
Divisional Director
Supdt: 2
Asstt: 4
S/C 4
J/C 4
Peon 3
Driver 1
S.D.E.O (54)
Asstt: 1
S/C 1
Peon 1
Driver 1
Supervisors 250
S.D.E.O 17
(By conversion of 14 Posts A.D.E.O's BPS 16 + creation of 3 addl: posts of S.D.E.O's to BPS 17.
Asstt: 1
S/C 1
Class-IV 1
Driver. 1
Supervisors 50

P.Bhatti/*

EDUCATION AND CULTURE DEPARTMENT PROVINCE OF SIND (1986)

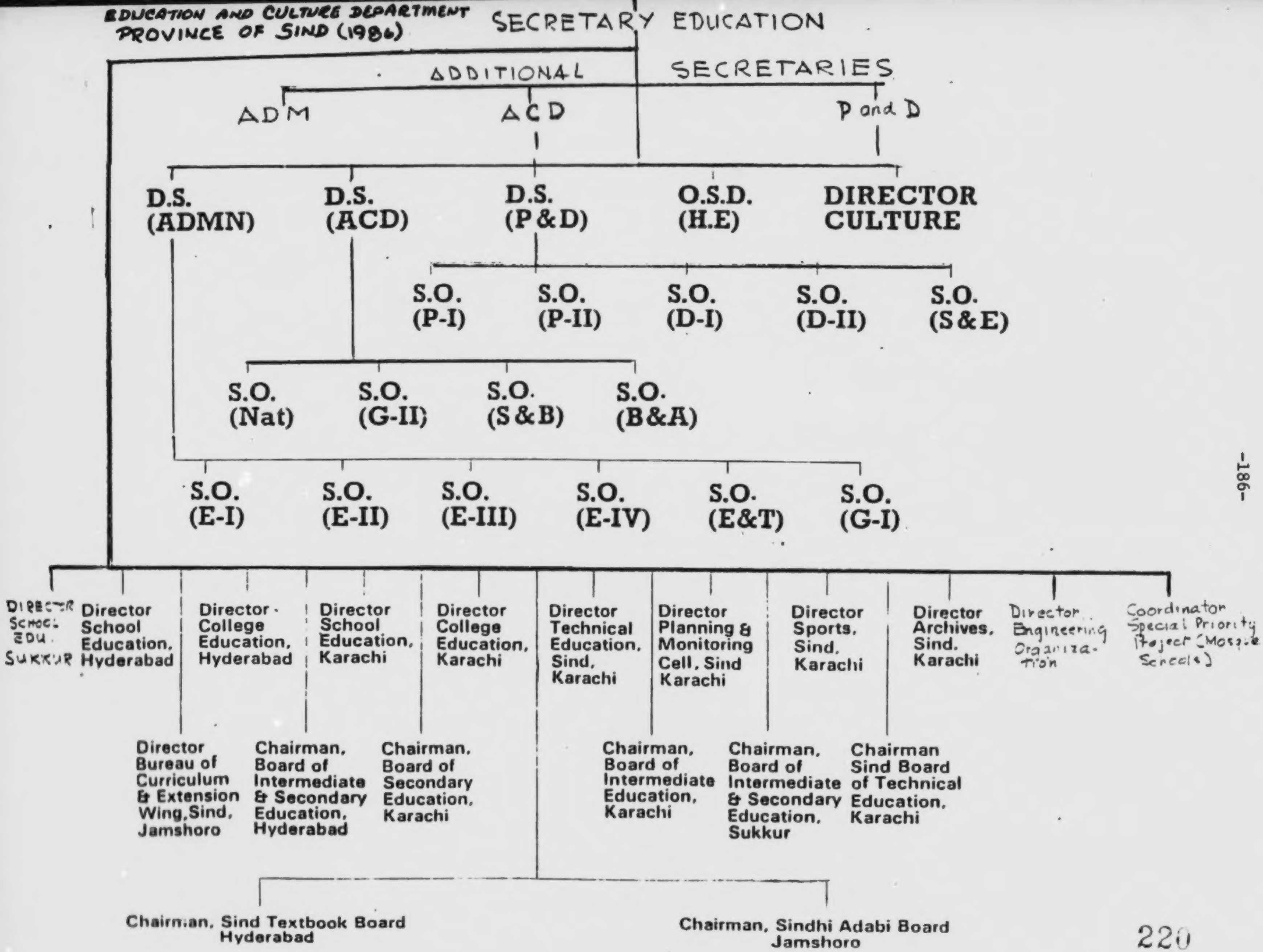

SECRETARY EDUCATION
ADDITIONAL SECRETARIES
ADM
ACD
P and D
D.S. (ADMN)
D.S. (ACD)
D.S. (P&D)
O.S.D. (H.E)
DIRECTOR CULTURE
S.O. (P-I)
S.O. (P-II)
S.O. (D-I)
S.O. (D-II)
S.O. (S&E)
S.O. (Nat)
S.O. (G-II)
S.O. (S&B)
S.O. (B&A)
S.O. (E-I)
S.O. (E-II)
S.O. (E-III)
S.O. (E-IV)
S.O. (E&T)
S.O. (G-I)
DIRECTOR SCHOOL EDU. SUKKUR
Director School Education, Hyderabad
Director College Education, Hyderabad
Director School Education, Karachi
Director College Education, Karachi
Director Technical Education, Sind, Karachi
Director Planning & Monitoring Cell, Sind Karachi
Director Sports, Sind, Karachi
Director Archives, Sind, Karachi
Director Engineering Organization
Coordinator Special Priority Project (Mosque Schools)
Director Bureau of Curriculum & Extension Wing, Sind, Jamshoro
Chairman, Board of Intermediate & Secondary Education, Hyderabad
Chairman, Board of Secondary Education, Karachi
Chairman, Board of Intermediate Education, Karachi
Chairman, Board of Intermediate & Secondary Education, Sukkur
Chairman Sind Board of Technical Education, Karachi
Chairman, Sind Textbook Board Hyderabad
Chairman, Sindhi Adabi Board Jamshoro

TABLE 4.
BASIC STATISTICAL DATA ON EDUCATION

SIND PROVINCE*

No.	Level of Institutions	Number of Institutions	Number of Teachers	Enrollment
1.	Primary Schools	17,414	49,024	1,788,490
2.	Middle Schools	912	6,858	130,352
3.	High Schools	999	18,408	513,050
4.	Teachers Training Schools/ Institutions	20	261	3,287
5.	Vocational Schools, Boys/ Girls	51	242	5,588
6.	Commercial Training Institutions	11	80	1,923
7.	Polytechnic Colleges of Technology	13	338	8,221
8.	Intermediate Colleges	37	712	13,717
9.	Degree Colleges	92	3,600	133,718
	TOTAL	19,549	79,523	2,598,346

*As gleaned from MIS Revised Scheme, Karachi, April, 1986.

17-A

CHART NO. DIRECTORATES UNDER EDUCATION AND CULTURE DEPARTMENT, GOVENMENT OF SIND

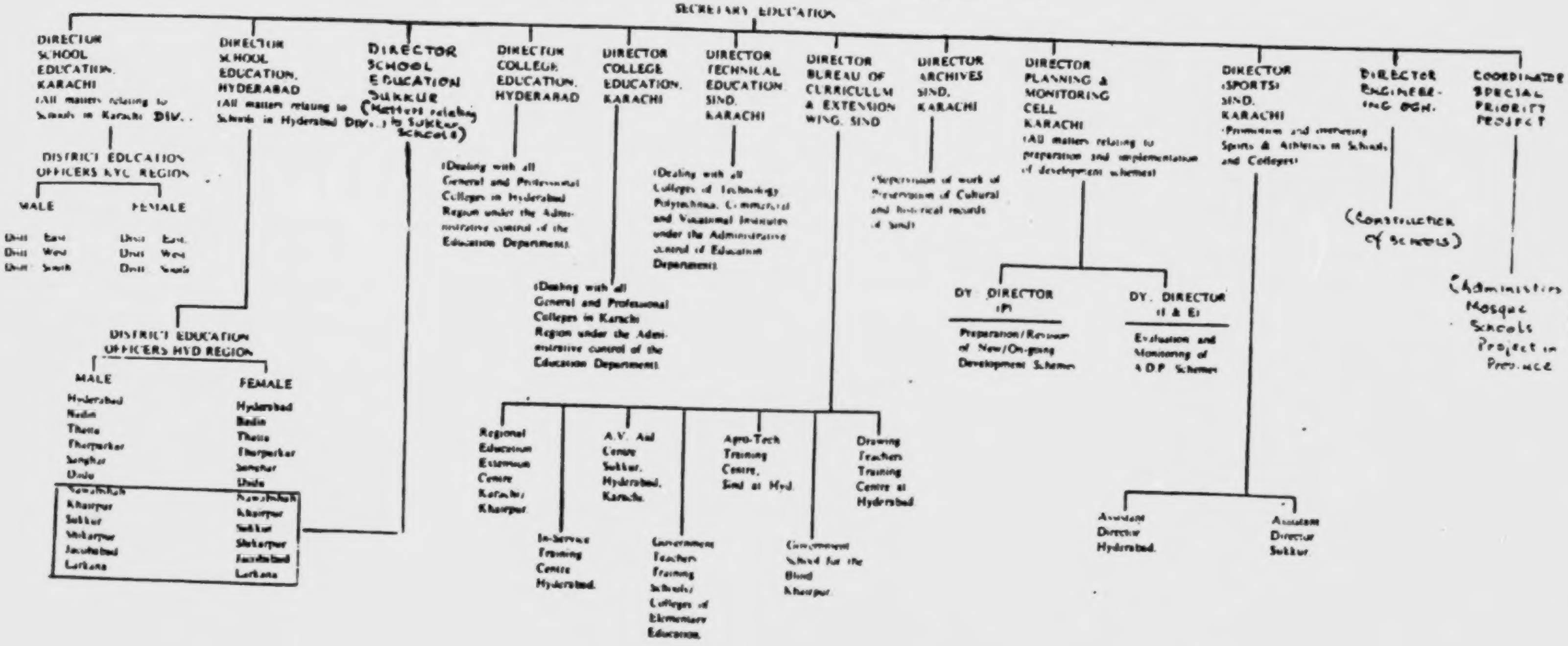

SECRETARY EDUCATION
DIRECTOR SCHOOL EDUCATION, KARACHI (All matters relating to Schools in Karachi DIV.)
DISTRICT EDUCATION OFFICERS KYC REGION
MALE
FEMALE
Distt East
Distt West
Distt South
Distt East
Distt West
Distt South
DIRECTOR SCHOOL EDUCATION, HYDERABAD (All matters relating to Schools in Hyderabad Div.)
DISTRICT EDUCATION OFFICERS HYD REGION
MALE
FEMALE
Hyderabad
Badin
Thatta
Tharparkar
Sanghar
Dadu
Nawabshah
Khairpur
Sukkur
Shikarpur
Jacobabad
Larkana
Hyderabad
Badin
Thatta
Tharparkar
Sanghar
Dadu
Nawabshah
Khairpur
Sukkur
Shikarpur
Jacobabad
Larkana
DIRECTOR SCHOOL EDUCATION SUKKUR (Matters relating to Sukkur Schools)
DIRECTOR COLLEGE EDUCATION, HYDERABAD
(Dealing with all General and Professional Colleges in Hyderabad Region under the Administrative control of the Education Department)
DIRECTOR COLLEGE EDUCATION, KARACHI
(Dealing with all General and Professional Colleges in Karachi Region under the Administrative control of the Education Department)
DIRECTOR TECHNICAL EDUCATION SIND, KARACHI
(Dealing with all Colleges of Technology Polytechnics, Commercial and Vocational Institutes under the Administrative control of Education Department)
DIRECTOR BUREAU OF CURRICULUM & EXTENSION WING, SIND
Regional Education Extension Centre Karachi/ Khairpur
In-Service Training Centre Hyderabad.
A.V. Aid Centre Sukkur, Hyderabad, Karachi.
Government Teachers Training Schools/ Colleges of Elementary Education.
Agro-Tech Training Centre, Sind at Hyd.
Government School for the Blind Khairpur.
Drawing Teachers Training Centre at Hyderabad
DIRECTOR ARCHIVES SIND, KARACHI
(Supervision of work of Preservation of Cultural and historical records of Sind)
DIRECTOR PLANNING & MONITORING CELL KARACHI (All matters relating to preparation and implementation of development schemes)
DY. DIRECTOR (P)
Preparation/Revision of New/On-going Development Schemes
DY. DIRECTOR (I & E)
Evaluation and Monitoring of A.D.P. Schemes
DIRECTOR (SPORTS) SIND, KARACHI (Promotion and overseeing Sports & Athletics in Schools and Colleges)
Assistant Director Hyderabad.
Assistant Director Sukkur.
DIRECTOR ENGINEERING ORGN.
(Construction of Schools)
COORDINATOR SPECIAL PRIORITY PROJECT
(Administers Mosque Schools Project in Province

CHART NO. 18. ORGANIZATION OF THE DIRECTORATE OF SCHOOL EDUCATION, HYDERABAD DIVISION (1986)

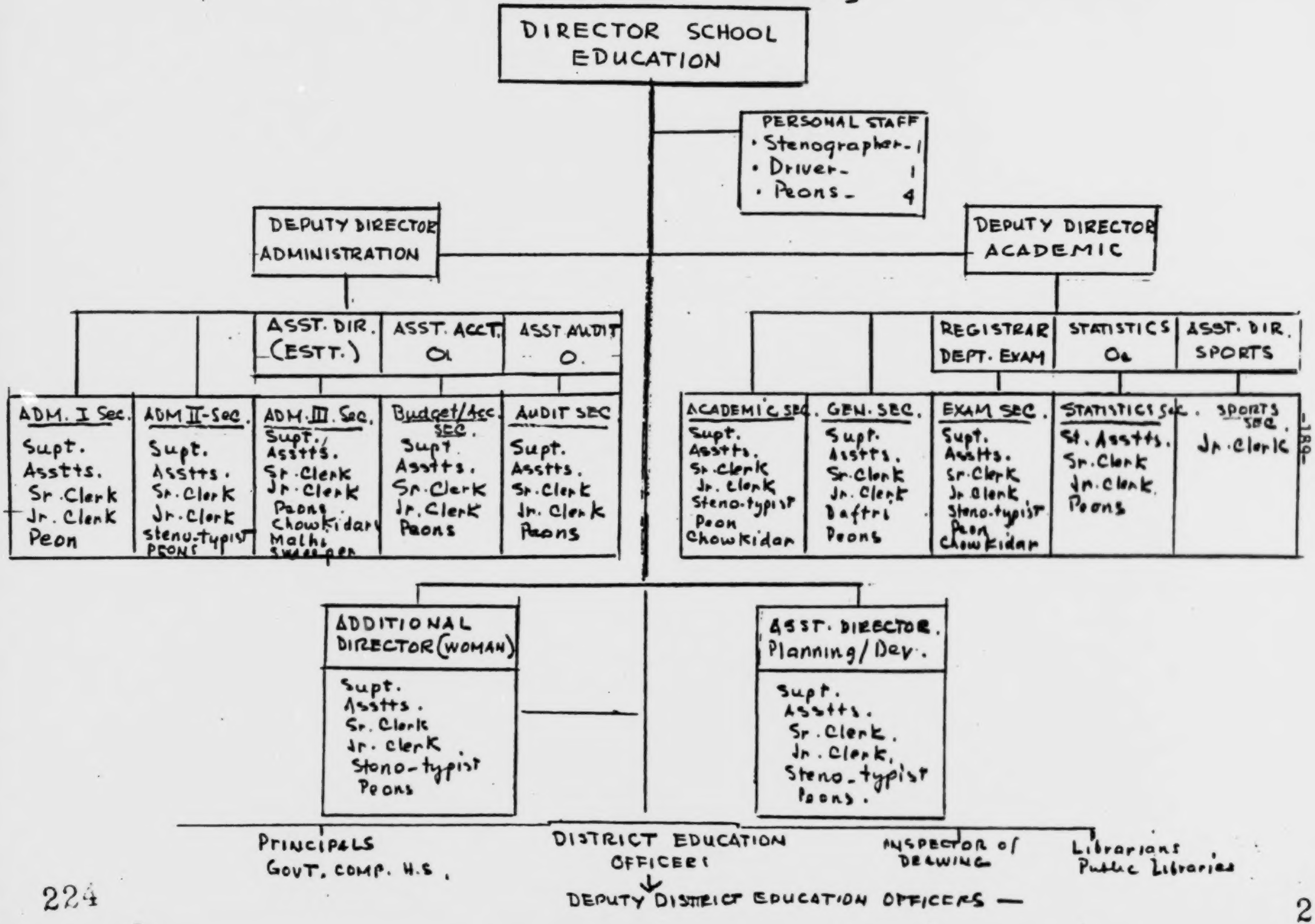

DIRECTOR SCHOOL EDUCATION
PERSONAL STAFF
• Stenographer - 1
• Driver - 1
• Peons - 4
DEPUTY DIRECTOR ADMINISTRATION
DEPUTY DIRECTOR ACADEMIC
ASST. DIR. (ESTT.)
ASST. ACCT. O.
ASST AUDIT O.
REGISTRAR DEPT. EXAM
STATISTICS O.
ASST. DIR. SPORTS
ADM. I Sec.
Supt.
Asstts.
Sr. Clerk
Jr. Clerk
Peon
ADM II-Sec.
Supt.
Asstts.
Sr. Clerk
Jr. Clerk
steno-typist
PEONS
ADM. III. Sec.
Supt./
Asstts.
Sr. Clerk
Jr. Clerk
Peons.
Chowkidar
Malhi
Sweeper
Budget/Acc. SEC.
Supt.
Asstts.
Sr. Clerk
Jr. Clerk
Peons
AUDIT SEC
Supt.
Asstts.
Sr. Clerk
Jr. Clerk
Peons
ACADEMIC SEC.
Supt.
Asstts.
Sr. Clerk
Jr. Clerk
Steno-typist
Peon
Chowkidar
GEN. SEC.
Supt.
Asstts.
Sr. Clerk
Jr. Clerk
Daftri
Peons
EXAM SEC.
Supt.
Asstts.
Sr. Clerk
Jr. Clerk
Steno-typist
Peon
Chowkidar
STATISTICS Sec.
St. Asstts.
Sr. Clerk
Jr. Clerk
Peons
SPORTS SEC.
Jr. Clerk
ADDITIONAL DIRECTOR (WOMAN)
Supt.
Asstts.
Sr. Clerk
Jr. Clerk
Steno-typist
Peons
ASST. DIRECTOR. Planning/Dev.
Supt.
Asstts.
Sr. Clerk.
Jr. Clerk.
Steno-typist
Peons.
PRINCIPALS GOVT. COMP. H.S.
DISTRICT EDUCATION OFFICERS
DEPUTY DISTRICT EDUCATION OFFICERS —
INSPECTOR OF DRAWING
Librarians Public Libraries

CHART NO. 19

ADMINISTRATIVE CHART
DIRECTORATE OF SCHOOL EDUCATION
KARACHI REGION

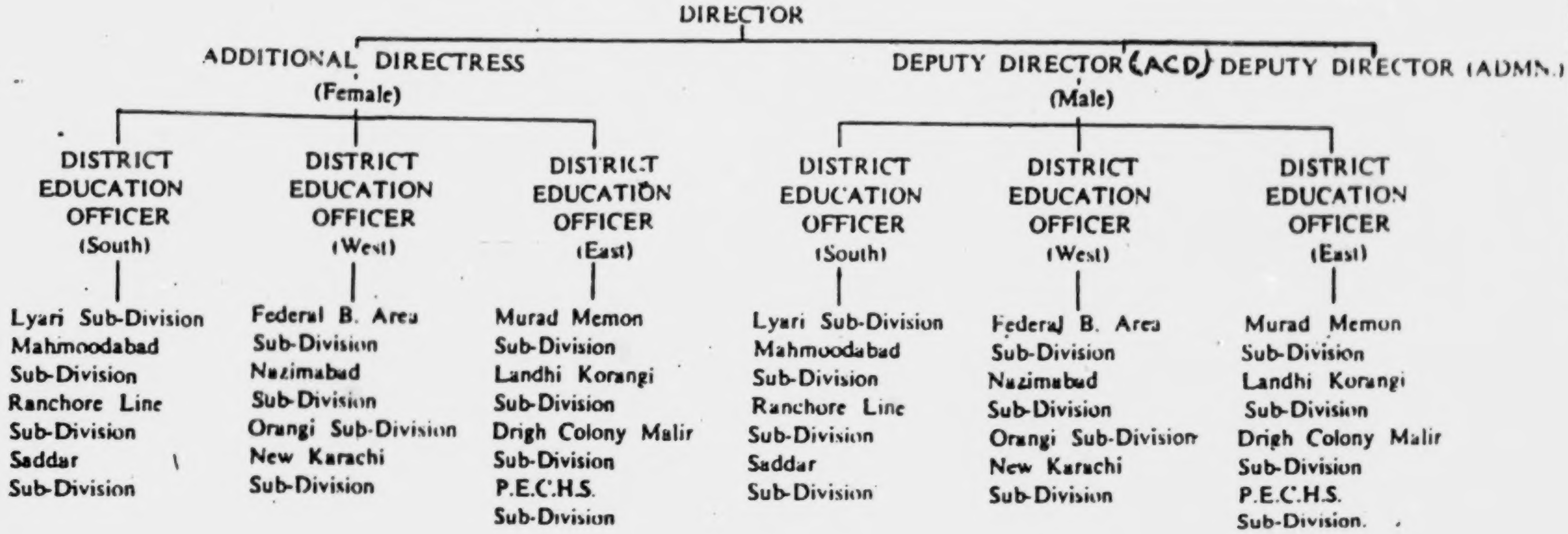

DIRECTOR
ADDITIONAL DIRECTRESS (Female)
DEPUTY DIRECTOR (ACD) (Male)
DEPUTY DIRECTOR (ADMN.)
DISTRICT EDUCATION OFFICER (South)
Lyari Sub-Division
Mahmoodabad Sub-Division
Ranchore Line Sub-Division
Saddar Sub-Division
DISTRICT EDUCATION OFFICER (West)
Federal B. Area Sub-Division
Nazimabad Sub-Division
Orangi Sub-Division
New Karachi Sub-Division
DISTRICT EDUCATION OFFICER (East)
Murad Memon Sub-Division
Landhi Korangi Sub-Division
Drigh Colony Malir Sub-Division
P.E.C.H.S. Sub-Division
DISTRICT EDUCATION OFFICER (South)
Lyari Sub-Division
Mahmoodabad Sub-Division
Ranchore Line Sub-Division
Saddar Sub-Division
DISTRICT EDUCATION OFFICER (West)
Federal B. Area Sub-Division
Nazimabad Sub-Division
Orangi Sub-Division
New Karachi Sub-Division
DISTRICT EDUCATION OFFICER (East)
Murad Memon Sub-Division
Landhi Korangi Sub-Division
Drigh Colony Malir Sub-Division
P.E.C.H.S. Sub-Division.

CHART NO. 20 ORGANIZATION OF A DISTRICT EDUCATION OFFICE SIND PROVINCE (1986)

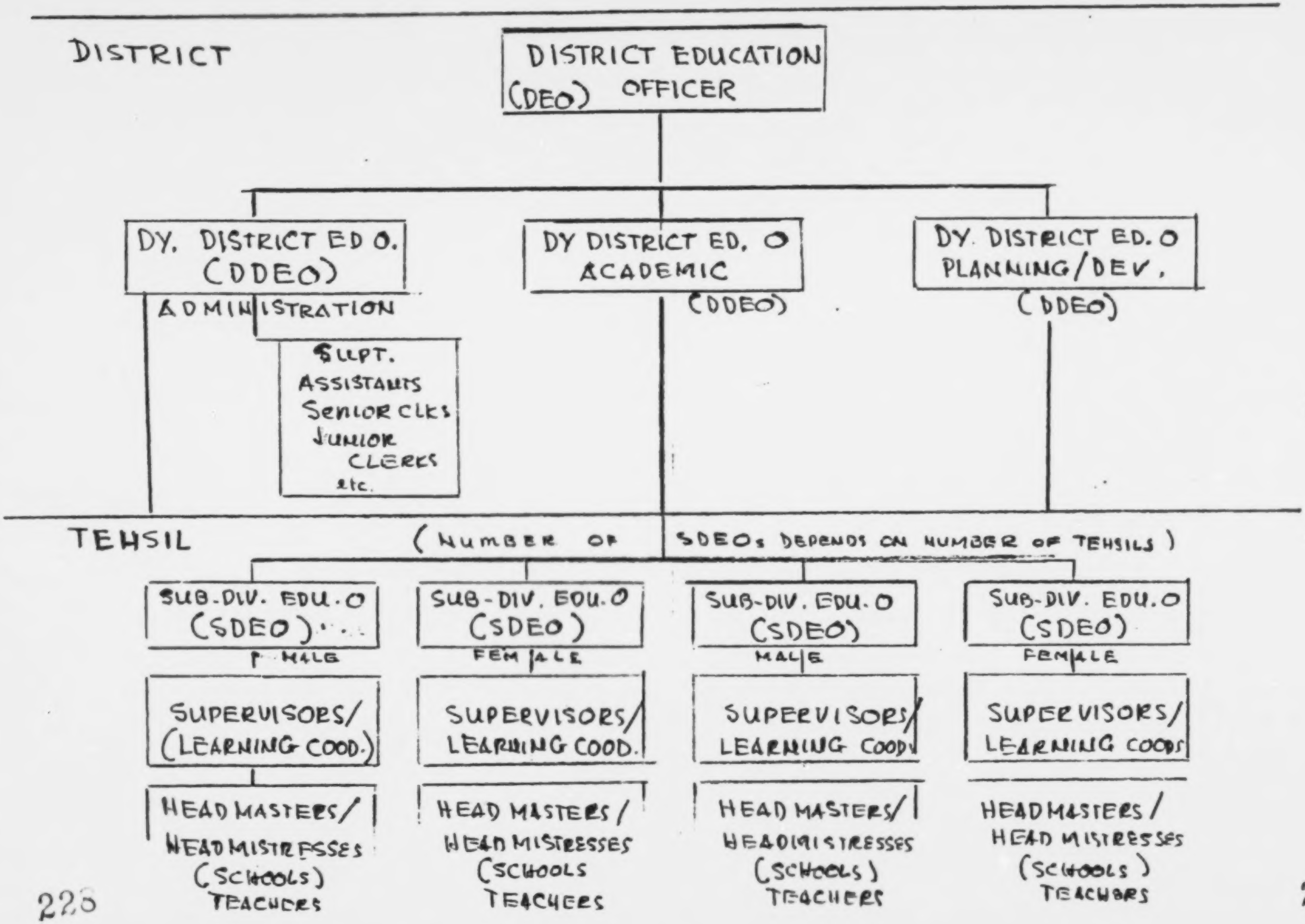
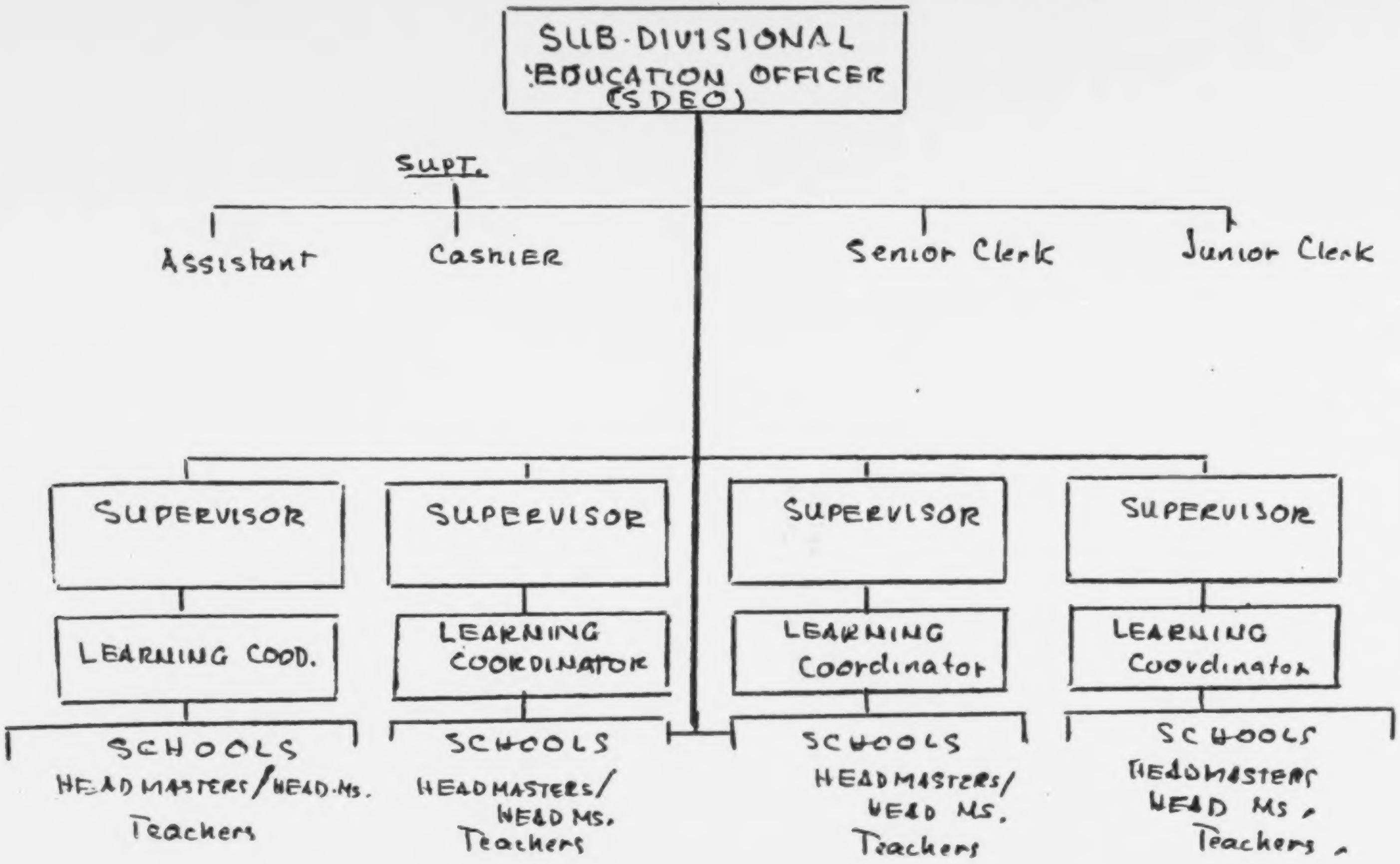

DISTRICT
DISTRICT EDUCATION OFFICER (DEO)
DY. DISTRICT ED O. (DDEO) ADMINISTRATION
SUPT.
ASSISTANTS
Senior CLKS
JUNIOR CLERKS
etc.
DY DISTRICT ED. O ACADEMIC (DDEO)
DY. DISTRICT ED. O PLANNING/DEV. (DDEO)
TEHSIL
(NUMBER OF SDEOs DEPENDS ON NUMBER OF TEHSILS)
SUB-DIV. EDU. O (SDEO) MALE
SUB-DIV. EDU. O (SDEO) FEMALE
SUB-DIV. EDU. O (SDEO) MALE
SUB-DIV. EDU. O (SDEO) FEMALE
SUPERVISORS/ (LEARNING COOD.)
SUPERVISORS/ LEARNING COOD.
SUPERVISORS/ LEARNING COOD.
SUPERVISORS/ LEARNING COODS
HEAD MASTERS/ HEAD MISTRESSES (SCHOOLS) TEACHERS
HEAD MASTERS/ HEAD MISTRESSES (SCHOOLS TEACHERS
HEAD MASTERS/ HEADMISTRESSES (SCHOOLS) TEACHERS
HEAD MASTERS/ HEAD MISTRESSES (SCHOOLS) TEACHERS

CHART NO. 21. ORGANIZATION OF A SUBDIVISIONAL EDUCATION OFFICE, SIND PROVINCE (1986)


SUB-DIVISIONAL EDUCATION OFFICER (SDEO)
SUPT.
Assistant
Cashier
Senior Clerk
Junior Clerk
SUPERVISOR
SUPERVISOR
SUPERVISOR
SUPERVISOR
LEARNING COOD.
LEARNING COORDINATOR
LEARNING Coordinator
LEARNING Coordinator
SCHOOLS
HEADMASTERS/HEAD-Ms.
Teachers
SCHOOLS
HEADMASTERS/HEAD MS.
Teachers
SCHOOLS
HEADMASTERS/HEAD MS.
Teachers
SCHOOLS
HEADMASTERS
HEAD MS,
Teachers.

ANNEX D-IV-2

ANALYSIS OF DIRECTORATES OF EDUCATION (SCHOOLS) STAFF DUTIES AND FUNCTIONS; BY PROVINCE

The main duties and functions of the Directorates of Education (Schools) relate to guidance, supervision and control concerning school instruction, budgetary matters,, both developmental and non-developmental, training of teachers and performance of divisional school directorates and district education offices. The Directors are responsible for the effective enforcement of administrative, financial and disciplinary rules in schools and subordinate offices. They are expected to advise the provincial government from time to time in the formation of educational policies relating to school education and see that the approved policies are implemented in their true sense and spirit.

Division Directorates of Education (Schools)

The organizational and management structure of the educational system at this level for each province is also discussed at great length in Annex IV.1. Chart No. 5 is an example (Lahore Division in Punjab province). The Division Office is headed by a Director. Typically, this Director is assisted by a Deputy Director for male education and a Deputy Directress for female education. Each of these deputies maintains a separate but parallel line-up of supporting staff. Below the deputies are Assistant Directors for various areas, such as administration, planning and development, academic and general affairs. In some other divisions, there is also an Assistant Director for Litigations. At the same level are Junior Assistant Directors for Establishment, Budget and Accounts and a Registrar for Departmental Examinations.

Duties and Responsibilities

In Punjab province, each Divisional Director of Education (Schools) is responsible for the administration of his office, DEOs' office and schools within the division. He acts as transferring authority of officers/officials from the Basic Pay Scale (B) 5 to 18 and equivalent posts; provides general supervision, guidance and inspection of the DEOs offices and all types of schools of the division; exercises financial control of the whole divisional budget on school education and is responsible for the opening/improvement of existing schools in the division. He is responsible for the direction, dimensions and quality of primary, middle and high school education as well as for adult literacy and rural education programmes. His job focuses on the following major responsibilities: provision, promotion and maintenance of good quality school education in the region; ensuring proper development of all persons (pupils and staff) in school education in the region irrespective of sex, social background or creed; promotion of adult and community literacy; overall control of school education; general administration of the services and facilities for school education; and supervision of personnel, instruction and facilities improvement.

The above major responsibilities can be further sub-divided into a legion of other duties: implement the policies of the government in school education; convey the instructions of the government to subordinate offices and to institutions and to see that they are fully carried out; provide all sorts of data with regard to the schools in the region to the department and other agencies; exercise administrative control over the officer/officials working within his jurisdiction; guide the inspection/supervisory staff to ensure the progress of educational programmes and pupil welfare; help and supervise all the officers/officials in the directorate and the institutions in the region; guide the field staff in all educational and academic matters; adjustment of officials within the region; promote the cause of education to keep its standards consistent with the demands of the country and needs of the times; help in the organization of refresher courses for teachers at the various levels of school education; coordinate the work of all the districts in the region on school education; provide facilities to the field staff to keep them aware of the modern trends of education in the more advanced countries; see that each institution in the region has all the facilities necessary to impart effective, purposeful and meaningful education; provide and distribute funds for development of the educational institutions with regard to the building, purchase of materials and students' welfare; award all kinds of scholarships for which government is the awarding agency; help and guide the field staff in identifying talented students for scholarships and other prizes; hold all the professional examinations in addition to the Primary, Middle and High School examination in the region; provide guidance and help to the secretariat in the making, innovation and reorientation of the curriculum at various levels of education; supervise and help subordinate offices and teachers in the institutions in the admission of pupils; provide general supervision to promote efficiency of work in the subordinate offices and institutions in the region; maintain good libraries containing modern books suitable to the needs of the teachers and the students in the schools; and, coordinate the activities and programmes on school education with the activities and programmes in other levels of education in the region, province and the country as a whole.

The duties and functions of the Deputy Directors of Education relate to overall supervision of the Assistant Directors and their support staff in the conduct of their designated responsibilities covering the areas of administration, teachers' training, planning and development, academics/general affairs, establishment, budget and accounts and departmental examination.

The administrative functions cover personnel matters pertaining to nationalized and provincialized cadres (gazetted officers); headmasters; assistant directors; District Education Officers; Deputy DEOS; move-over cases and enquiry cases; selection grade; study leaves and interdivisional transfers. Those of planning and development cover monthly reports on Annual Development Plans (ADPs), preparation of ADP and PC-1 forms, feasibility reports, special repairs, construction of school building and minor works.

The academic and general affairs functions cover refresher courses through the Teacher Education Extension Centre, nomination of teachers for general courses, national incentive schemes for the promotion of primary education, civil defense courses and Primary Teacher Certificate (PTC) and Teacher Certificate (CT) admission cases on merit. They also include nominations for teacher scholarships abroad, boy scouts/girl guide, administrative technical inspection reports and purchases out of available funds. The functions of the Establishment section relate to promotion of ministerial staff, transfers of staff personnel, reimbursement of medical charges, grants of leave to secretarial staff, including litigation cases.

The duties and functions of the Budget and Accounts section relate to preparation, supervision and distribution of budget and revised budget, control over receipts and expenditures, all kinds of advances, reconciliation of expenditures, T.A. bills, audit objections, meetings of Public Accounts Committee and other duties as assigned by the Director of Education. The Junior Assistant Director of this section is also a drawing and disbursing officer. The Office of the Registrar, Departmental Examinations is responsible for the following functions: control of departmental examinations, i.e., Middle, PTC, JDPE, SDPE, CT, Arts and Crafts, etc.; appointment of Superintendents, Assistant Superintendents, Invigilators, Head Examiners, Examiners, Practical Examiners in connection with the Departmental Examinations; tabulation and declaration of results; issue of certificates; stationery for examinations; unfair means cases; other duties as assigned by the Director and act as drawing disbursing officer in connection with the examinations and control over expenditures.

Basically, the duties and functions just described also apply to the three Divisional Directorates of School Education in Sind (Karachi, Hyderabad and Sukkur). Again, it is reminded that there are, at present, no divisional directorates of education (for male schools) in Baluchistan. It would be useful to compare the above duties and functions of the Divisional Directors of Education (Schools) in Punjab province with those of their counterparts in NWFP. Although basically similar, the comparison would add further imagery to the profile. In summary format, the duties and responsibilities of the Divisional Directors of Education in NWFP are as follows:

A. Administration and Inspection

Responsible for the organization of public instruction in the division (which encompasses districts, tehsils, union councils, schools); appointment (in schools and offices of the division) of Senior English Teachers (SETs), Workshop Instructors (WI), Certificate of Teaching (CT), Assistant Workshop Instructors (AWIs), Senior Vernacular/Orientation Language/Arabic Teacher (SV/OT/AT), Drawing Masters (DMs), Physical Education Teachers (PETs), senior and junior clerks, and steno-typists; appellate authority in cases of punishment by District Education officers; has authority to punish a person in the Directorate and write confidential reports on the Deputy Director, Deputy Dire[illegible]s and District Education Officer, countersigns annual confidential reports and recommends a proposed action or transfer or against Deputy Director/Directress and DEOs in the division.

B. Planning and Development

Coordinates the work of DEOs in the division regarding planning and development and statistics; receives and conveys information requested by the provincial directorate to and from the DEOs; represents the division in the Divisional Development Committee; inspects construction work and repair of buildings; and provides over-all supervision of planning and development work in the division.

C. Audit Functions

Supervision and finalization of audit paras, internal audit observations and settlement of audit paras; supervision and recommendations on annotated reply to decide the audit observations; comments and recommendations on advance paras of audit objection; supervision and grant of sanction of up to Rs. 200 to gazetted staff of offices and institutions; grant of ex post facto sanction of cases of various nature in accordance with the rules of delegation of powers; and supervision and recommendations pertaining to condonation of irregularities.

D. Financial Powers

Control the utilization of the annual budget at the division level; has power to sanction the incurrence of expenditure up to limits provided by the NWFP Delegation of Power rules of 1981.

District Education Offices

For background purposes, it is instructive to note that until 1962, primary education was neither a national or provincial subject. It was in fact a district subject and had been since the early years of British India, when the chief British officer-in-charge of a district (usually referred to as Deputy Commissioner) was the direct representative of the British Crown. He had extensive combined judicial, legislative and executive powers to govern, with the advice of local advisory groups. Then, as now, the district is still the focal unit of educational administration albeit its role has been diminished to the extent that it now must contend with policy guidance from above and depend on additional funds from external sources to carry out development projects.

The management structure of education at the district level is not always identical for all districts in the province (nor for that matter for all the provinces), but the variations, due mainly to district size in area and population, do not alter the basic design. Chart No. 6 is an example (actually that of a district in Sind province). Each district has an Office of Education under a District Education Officer (DEO). There are separate DEOs for male and female schools or institutions. In large districts (as in Punjab and Sind provinces,) the DEO normally has one or more Deputy District Education Officers (DDEO) one of whom oversees a staff component, composed of a Superintendent and a number of assistants, respectively in charge of budget/accounts, establishment, planning and development and general affairs. The line offices below the DEO in Punjab include other DDEOs, who are in charge of administration at the tehsil level (often referred to as taluka in Sind and sub-divisional in other provinces) and below them are Assistant Education Officers (AEOs) at the markaz level. The officers below the District Education Officer in NWFP consist of the the Deputy District Education Officer, Assistant District Education Officers (who, except for the one designated as an ADEO for inspection, are actually secretariat professional staff), Sub-Divisional Education Officers (SDEO) and Assistant Sub-Divisional Education Officers (ASDEOs), the last two being line officers. In Baluchistan, the field officers below the Deputy District Education Officer are called Assistant District Education Officers (ADEOs), followed by Supervisors/Learning Coordinators. The line-up in Sind province below the Deputy District Education Officers, who are, also by and large, secretariat professional staff, are the SDEOs, similar to those of NWFP, followed by Supervisors/Learning Coordinators (similar to those of Baluchistan).

Duties and Functions

The duties and functions of the District Education Officers, and their Staff Deputies are enormous and diversified as can be seen below:

In Punjab

The District Education Officer is charged with:

a. Appointing/transferring authority in respect of posts borne in the District Cadre.

b. Duties of drawing and disbursing officer in respect of his own office.

c. Financial control of the budget of primary, middle and high schools in the district.

d. Planning and development work of the district.

e. Assisting and guiding the department in respect of academic matters;

f. Attending all other matters as District Head of the Education Department.

A number of DEOs interviewed during the field visits stated their duties as follows:

a. Administration and supervision of all primary, middle and high schools in the entire district.

b. Inspection of middle schools and especially high schools.

c. Supervision of the duties and performance of the DDEOs at both headquarters and tehsil levels.

d. Supervision of the work of AEOs.

e. Resolve litigation cases.

f. Education planning and development of the district.

g. Attend to repairs of schools, prepare schemes and submit them to Buildings Department through channels.

h. Attend meetings, such as those of the District Coordination committee, Islah Moeshra (community welfare meetings) District Council, Red Cross (Crescent).

i. Protocol and reception arrangements including meeting visitors at the airport, and

j. Making arrangements for celebration of local and national holidays.

The following operational guidelines (abstracted from documentary files) provide further information on the District Education Officers in Punjab and their duties.

1. Up-to-date statistics of the District may be collected and displayed at some prominent place in the office. An organizational chart of the District should also be prepared. Similarly, list of schools indicating names of incharges should always be kept up-to-date.

2. A regular programme of inspection of High/Middle/Primary schools should be chalked out every month. The AEOs should inspect primary schools and write their inspection notes there and then. Copies of such inspection notes should be supplied to the office of DEO who should take suitable action with follow-up pprograms. Similarly, High/Middle schools should be inspection by DEO/DDEO, in the case of girls institutions, by DDEO(W). Inspection reports should be written and copies endorsed to the divisional directorates. These inspection reports should be followed up in order to remove defects pointed out during the course of inspection.

3. Institution-wise files should be opened in which all the bio-data of the institution should be incorporated. The inspection notes pertaining to each institution should be dealt with in the relevant file. The AEOs should also maintain their inspection reports files.

4. Office Work: One Diary and one Despatch Register for the whole district office may be opened. The letters received from higher offices should be entered/despatched in red ink in order to keep these conspicuous. The Diary register should be maintained in such a manner that further disposal of each reference is indicated. Weekly/fortnightly arrears statements should be prepared by the Receipt Clerk and presented to the DEO through the superintendent. It should be the duty of the superintendent to see that all such references are disposed of within the shortest possible time. The correct maintenance of the Service Stamp Registrar is most important.

5. The distribution chart of the office work should be prepared and every official should be kept aware of his definite assignment. The superintendent of the office should see that the work is distributed equally and no one is over-burdened or anyone is assigned less work.

6. The Index register year wise/headwise should be opened. All the files should be entered in the Index register and number marked before opening.

7. An establishment check register should be opened cadre-wise indicating therein the sanctioned number of posts. All the postings/transfers must be entered in the establishment check registrar in pencil in the first instance immediately after their proper joining/relieving reports are received in the district office. Utmost care should be taken to maintain the establishment check register quite up-to-date all the time as this would form a basis for exercising proper control over the whole establishment. Similar registers should also be maintained by AEOs.

8. The file should be maintained in proper order, quite clean and tidy with tags. There should be a noting part and a correspondence file both page-numbered.

9. All the Reference Books, i.e., CSR, PFR, Delegation of Powers, Leave Rules, T.A. rules, Pension Guide, Revision of Pay Scales, etc., should be made available in the district office immediately if not already done to serve as a guideline.

10. A proper file containing proceedings of the Departmental Recruitment Committee should be maintained. All the Government instructions received in this behalf should be made available on this file and decisions taken by the Departmental Recruitment Committee should be recorded properly under the signatures of all members of committee. The merit lists of candidates cadre-wise should be kept in a proper file and all appointments should be made according to the merit assigned by the committee.

11. A proper system of making payment of salary to the teachers should be evolved. AEOs have already been declared as Drawing and Disbursing Officers. These bills should be prepared/checked in the office of AEO from the Establishment Check Register and presented to the District Accounts Officer for payment.

12. Separate Cash book for each sub-head should be opened. Similarly, separate contingencies registers should also be started. The official deputed to handle government cash should be asked to deposit necessary security under the Rules.

13. The file dealing with the budget of the District under each sub-head should be opened. It should be watched that the expenditure is spread equally over 12 months and there is no excess under any head. An action plan should be prepared for this purpose.

14. Monthly expenditure statements under each sub-head should be prepared and reconciled with the District Accounts Officer. Such statements should be obtained from High schools by the 10th of each month pertaining to the previous month. Strict orders should be issued and notations made in red ink. Careful watch should be exercised over this important assignment as otherwise there are chances of embezzlement/deflections of government money. The District office can exercise vigilant control over the expenditure of each institution from the monthly expenditure statements. If any institution is found spending more than the sanctioned budget or even spending undue amount over some item of novel nature, these can be pointed out immediately and rectified.

15. The Accounts of the District would be audited over one year but certain audit notes pertaining to the previous years must have been received from the Audit office and relevant files should be opened and efforts should be started to remove the audit objections. Internal audit of all subordinate offices/institutions should also be conducted during the year.

16. There are certain definite orders/instructions of the government in regard to making local purchases and issue of sanctions. Copies of all such instructions should be collected on a personal level and maintained in a proper file to serve as guidelines for the District office.

17. Travel Allowance (T.A.) check register should be opened sub-head wise. All the entries should be authenticated by DDEO.

18. Proper attention should be given to disbursement of scholarships to the deserving students. There is a tendency that scholarships are paid very late and in some cases after the students have left the studies. Strenuous efforts should be made in this regard to ensure timely payment of scholarships to the deserving students. A proper file along with a register containing merit of each candidate should be kept ready in order to avoid delay in this important work.

19. The District office is required to submit a schedule of New Expenditures (SNE) cases by the end of September to the divisional directorates. In the SNE cases, new schemes/additional posts required in the District are supplied along with supporting data justifying the demand. The exercise in this regard may be started well before the target date so that such demands are consolidated and supplied to the divisional directorates in time. Piece-meal demand of additional posts and other new schemes should be avoided as these are no use. There is a tendency that whenever any head of the institution thinks that some post is needed by him, a reference is made to higher authorities. This is not a correct procedure. There is a definite time fixed for consideration of such demands in the Finance Department and if this time limit is not adhered to, no scheme/demand is likely to be accepted. It should be ensured that proper justification should be submitted.

20. A proper acquittance roll should be maintained and all payments authenticated by the DDEO.

21. A telephone register should be maintained in which all trunk calls should be entered. The purpose of truck calls is also required to be indicated in the register. A register should be maintained in which telephone numbers, of all higher/lower/local officers/offices with whom frequent contact is made should be entered.

22. In accordance with the directives of CMLA/MLA the whole office and its premises have to be kept clean and tidy. A duty officer should be appointed who should visit the office and premises daily to ensure that cleanliness is maintained. A vigilance officer should also be nominated.

23. A separate file should be maintained for dealing with the directives issued by the CMLA/MLA. Every directive should be dealt with in a separate file but there should be a general file which should indicate the up-to-date position of each directive at a glance.

24. A detailed directive has been issued by the government in which instructions have been issued for the writing and maintainence of Character Rolls. These should be followed in letter and spirit. The Character Rolls should be kept in a most up-to-date condition. A movement Register of CRs should also be maintained.

25. Efforts should be made to keep the service books complete and up-to-date. This is a most important record. Similarly, a movement Register should be maintained.

26. Government cash should be kept in a proper safe. It should be operated with duplicate keys, one key should be kept within the cashier and the other by the DDEO.

27. A register indicating all civil suits in the District should be maintained and its progress watched promptly and reported to higher officers.

28. A list of school buildings owned by government/rented/evacuees trust property/requisitioned should be maintained.

In NWFP

1. The District Education Officer

In NWFP, the DEOs responsibilities can be grouped into two major areas: (1) those pertaining to the District Office itself, and (2) those relating to schools. The first includes duties and responsibilities related to financial administration, planning and development, personnel and staff secretariat matters and office efficiency. The second involves inspection and supervision and guidance of teachers.

The following is a detailed narration of these duties and responsibilities:

A. At the District Office

The DEO shall spend 3 days of each week attending to his responsibilities in the office and when the schools are closed, the DEO will spend six days in the office. The DEO is responsible for planning and scheduling his administrative responsibilities in such a way that the ratio of 3 days in school and 3 days in the office is adhered to, allowing, of course, for exigencies of the service. His administrative duties include the following:

i. Financial Duties: oversees preparation of annual budget and accounts statements for the district; audit monthly expenditures and statements, and exercise control over the budget to the amount of Rs. 100 million.

ii. Development: responsible for the collection of accurate data and information required for planning; transmission of these data to the planning officer as required; (these tasks can be and are actually delegated to an assistant, but the DEO must assume final responsibility for the work). In building programs, the DEO will be responsible for the selection of sites for new buildings and for project supervision while buildings are being constructed; inspection of construction and other formalities required for completion and handling over of buildings; any interdepartmental cooperation which may be involved; and duly consider the completion certificates given by Headmaster/Headmistress in case of high schools and by SDEOs in case of middle and primary schools before taking/handing over the building.

iii. Personnel and Establishment: Shall make entries in the Annual Confidential Reports (ACRs) of the high school headmaster/mistress and staff of his own office as a reporting officer; make recommendations to the BISE, Registrar, Departmental Examinations and Universities for the appointment of supervisory staff and examiners for different examinations; perform other administrative powers which may be delegated by the government of NWFP.

iv. Office Efficiency: Responsible for the overall supervision of the DEO office staff and must ensure a high standard of efficiency in the office, especially in such matters as communication, correspondence, official records and financial records.

B. In Schools

i. General: Inspection of schools and supervision of the quality of education in the schools is the first concern of the DEO and the ADEOs. The DEO should spend at least 3 out of 6 school days in this function in such a way that every high school be visited at least twice during the academic year and primary schools which fall in the way. The present ratio of DEOs to schools does not allow for many visits to individual schools, hence the formal inspection functions will predominate for some time. However, the DEO should endeavor to carry out this responsibility, according to modern concepts of professional leadership and educational guidance.

ii. Inspection: An official inspection must be made of each school at least once per year. At least two weeks notice should be given for this type of visit. Other visits (e.g., informal/surprise) for follow-up or general supervision do not require formal notice. A formal inspection should be concerned with the following:

a. School Records

Attendance Register; Stock Register; Diary Despatch Register, Cashbook, Contingency Register, Issue Register, Library Register, Funds Register and Observation Books.

b. General Classroom Conditions

Cleanliness and general conditions; state of furniture and equipment; personal belongings; and student's text books.

c. Standard of Teaching

Time-table work plan; preparation by teachers, students workbooks; aids and equipment practical work and field activities; science laboratory; library books and workshop equipment.

d. School Facilities

Condition of building sanitation, lawns and grounds; agricultural activities; technical, vocational and physical activities.

The inspection visit should include discussion with Headmasters/Headmistresses and teachers of matters arising from the visit. The DEO should note his comments in the school log-book. The comments should be constructive.

iii. Supervision

a. While inspection is primarily concerned with control and administrative efficiency, supervision is concerned with the quality of what is happening in the schools. This aspect of the DEO's role should be concerned with the quality of education, including intent of curriculum, teaching methods, teacher-pupil relations and the overall learning climate within the school; planning of work, lesson preparation and individual classroom planning; development of teachers as professional people.

b. The DEO should assist Headmasters/Headmistresses to develop effective supervisory programs in their schools. This should be focused on developing more effective learning situations and reducing the rate of pupil drop-out.

c. Likewise, the DEO should exercise leadership in the schools and in the communities. The DEO is the direct representative of the provincial education department at the district level and therefore, his attitude and work must reflect the educational philosophy and policies of the province. He acts as liaison officer between the schools and the community at official ceremonies, social welfare, etc.

d. Lastly, the DEO will be responsible for the effectiveness of the supervisory work carried out by the DDEO and ADEO.

2. The Deputy District Education Officer (DDEO) (Secretariat Staff Assignment)

a. The DDEO plans programs for supervision of the schools and carries out the programs in the company of the ADEO or alone under the guidance of the DEO; assists the DEO in the performance of his office duties; shall be held responsible for planning and statistics of the district.

b. As the drawing and disbursing officer, the DDEO shall ensure that the bills are not left pending without concrete reason and that entries to the effect are made immediately and regularly in the cash book/contingency register, etc.

c. Shall ensure the smooth working of the office and implementation of orders/policies in behalf of the DEO and shall carry out any other duties assigned by his DEO.

3. The Assistant District Education Officer (ADEO) for Inspection:

a. Acts as a professional guide and colleague of the teacher; keeps the teacher abreast of educational and social development and stimulates their professional growth; assists the DEO or DDEO at the time of visits to a school or in the performance of his/her duties.

b. Schedules the surprise and annual tour program of the DEO and arranges for the supervision of the work of SDEOs and ASDEOs regarding their inspection and supervision of middle and primary schools.

c. Manages pre-service and in-service training of all categories of teachers/offices in the district and recommends teachers for the training course.

d. Collects all sorts of educational information and keeps the record of middle school scholarships as well as primary and secondary schools scholarships.

e. Ensures the upgrading of the professional competencies of the teachers by supplying instructional materials to the schools, and evaluates/follows-up on inservice training programs as well as inspection remarks of the DEO and other officers.

4. The Other ADEOs

The duties and functions of the other ADEOs in the district education office can be gleaned from their designated areas of responsibility. The ADEO for Physical Education and Sports is in charge of the supervision of physical education teachers and activities. He arranges inservice training of Physical Education and Sports teachers and supervises all the extra and co-curricular activities of the schools in the district. He is also a member of the tournament committee of high schools. In addition, he has the authority over transfers, appointments and all other service matters of the physical education teachers in his district. The ADEO on Budget and Accounts audits government and pupil funds as well as accounts of SDEO offices; prepares proposed budget and monthly expenditure statements; watch over receipts; Travel Allowance bills, tour statements and the like. The ADEO on Planning and Development is in charge of the preparation of ADP proposals on such matters as establishment of new primary schools, upgraduation from primary to middle status, reconstruction of primary schools and other related matters including implementation of schemes.

SIND

1. The District Education Officer

In Sind province, the duties and functions of the District Education Officers have been outlined as follows:

a. Office Administration and Management

   i. Planning and scheduling work for the staff of the office, the newly appointed teaching staff and for his subordinates.

   ii. Holding discussions with the Deputy Education Officer, the Sub-Divisional Officers, Headmasters/Headmistresses and Supervisors as needed.

   iii. Disposing of crucial office correspondence particularly those which cannot be delegated to his subordinates.

   iv. Receiving important visitors from his district.

   v. Attending to parents and members of the community on any matter that cannot be effectively handled by his subordinates.

b. Personnel Matters

i. Attending to matters of staff postings, transfers, querries, discipline, leave, in-service training, etc. in accordance with the provisions of the Rules and Regulations.

ii. Guidance, counselling, motivation and control of all staff serving within his jurisdiction.

c. School Supervision and Inspection

i. Inspection of physical facilities in schools, condition of building, furniture, equipment and facilities for co-curricular activities.

ii. Checking of school records, accounts and stocks.

d. Supervision of Instruction

i. Physical facilities in classroom, laboratories, etc.

ii. School time table, teachers' work plan, lesson preparation, delivery of lesson and pupil activities in the teaching/learning process, students' notes, textbooks, other reading material, and lesson evaluation and techniques.

iii. Meetings with staff member to discuss issues relating to strength/weakness in teaching/learning processes and steps needed for the improvement of the quality of instruction.

iv. Matters relating to the welfare of students, utilization of students' funds, etc.

e. Financial Duties

i. Ensuring that the salaries, travel allowances, and other compensations to all staff (including teachers) in the District are collected and disbursed appropriately by those to whom such powers are delegated.

ii. Controlling expenditures within the limit of his powers.

iii. Ensuring the provision and award of Primary and Middle School scholarships and prizes.

iv. Ensuring prompt and appropriate approval, processing and control of purchases order, accounts, issues and receipts in respect of primary and middle schools.

v. Controlling the budget of the district and meeting regularly with the budget officers at the provincial and divisional directorate levels.

vi. Ensuring that the Sub-Divisional Education Officers, Headmasters and Headmistresses collect and disburse teachers salaries and stipends appropriately and on time.

vii. Holding regular meetings with the District Purchase Committees and making sure that purchases are approved on time and as needed in accordance with financial regulations.

viii. Cross-checking of all the bills and making sure that they tally with financial provisions, allocations and regulations.

f. Development Duties

i. Preparing development programmes, projects and schemes for schools in the districts. Such a programme should spell out what types of schools are needed; which should be closed, opened, expanded, etc.; the category of staff available and needed; the resources, etc.

ii. Supervise education projects (e.g., buildings) while under construction.

iii. Selection of sites for new school buildings, and ensuring appropriate negotiation for leases of the land and/or buildings.

iv. Inspection for construction, scheme revision and other formalities required for completion and handing over of buildings.

v. Maintenance of existing buildings and plants.

vi. Supervision of on-going development project in the district.

vii. Cooperating with other districts, regions or units in the province for joint projects or schemes.

g. Academic Duties

i. Ensuring that the school syllabus, course outlines, schemes of work, etc. are properly drawn by the teachers with the Special Project Education Specialist (SPES) supervising these.

ii. Setting up appropriate, approved lists of textbooks and other pupil learning materials and supervising their distribution or supply, where applicable.

iii. Making frequent sample checks on the schools to convince himself/herself of the quality of instruction and taking appropriate action.

iv. Encouraging the teachers to develop themselves and organizing study leave, inservice workshops, seminars, etc. for teachers in the district.

v. Encouraging pupils' academic growth and development through the award of scholarships, interschool competitions, etc.

vi. Personally giving short talks or seminars to teachers and thus academic leadership.

2. The Deputy District Education Officers (DDEO) (Secretarial Staff Assignment)

a. Major Responsibilities (General)

i. Regular and scheduled inspection of schools in the district in accordance with a schedule worked out by the DEO.

ii. Advertising and arranging for appointments of primary school teachers, as well as participating in the selection interviews for new teachers in the district.

iii. Systematic collection, compilation and analysis of all types of data concerning the Primary, Middle and High Schools in the district.

iv. Responsible for supplying all sorts of statistical information of the schools in the District to the Directorate, Department, Ministry or any other higher authorities who call for such data.

v. Paying "surprise" visits to schools as necessary, for example, in cases of floods, pupil crises, teacher grievances, fire, epidemic, etc. Surprise visits should not be regarded as occasions for DDEOs to frighten the school staff. The visits should be called for by certain events or incidents in the school visited.

vi. Hold enquiries on all matters related to school education (primary, middle or high schools) in the district and submit the reports of such enquiries to the DEO for further action.

vii. Preparation of monthly, quarterly and annual reports or returns on the schools in the district.

viii. Distribution of school materials in accordance with the order or decision agreed upon with the DEO.

xi. Purchase and distribution of textbooks, scientific equipment, teaching materials, etc. to the Middle and High Schools after consultation with the DEO.

x. Holding regular meetings with school supervisors to acquaint them with improved techniques of teaching and modern developments in instructional materials.

xi. Direct and regular communication with the Sub-Divisional Education Officers and Headmasters on day-to-day issues concerning schools in the District, this includes the circulation of policy or decision circulars emanating from the DEO's office.

xii. Regular communication on administrative issues concerning the schools with his/her DEO on day-to-day problems in the districts.

xiii. Supervision of the work of the ministerial and clerical staff in the District Education Office, except the clerks working directly in the DEO's office.

xiv. Preparation of reports on ongoing, completed or revised schemes or projects in the district as the DEO may advise.

xv. Attending to instruction on behalf of, the DEO, at meetings of the District Education Committee or other District level committees and presenting the views of the DEO at such meetings.

b. Development Duties

i. Preparation and drafting of the PC-1 forms for development schemes and making sure that the information on such PC-1 are accurate as far as possible and submission of the PC-1 to the DEO for consideration, discussion and eventual approval.

ii. Submission or Processing of ADP projects for the district.

iii. Keeping accurate ADP file and records for each year.

iv. Attending all district level meetings on development schemes and projects, in most cases, with the DEO.

v. Preparation of monthly staff returns of the Middle and High School teachers, and

vi. Keeping accurate examination results sheets and records from the supervisors.

BALUCHISTAN

In Baluchistan, a Notification document classifies the "duties and powers" of the District Education Officers into (1) Academic Activities, (2) Budget/Accounts, Planning and Drawing and Disbursing Powers, and (3) Service Matters. These are elucidated in a mixture of outline and narrative as follows:

a. Academic Duties

i. Smooth conduct of education processes in the district.

ii. Inspection of high, middle and primary schools (by himself or through Assistant District Education Officers) in the district.

iii. Proper maintenance and up-keep of educational institutions.

iv. Maintenance of statistics.

v. Extra-curricular duties/activities.

vi. Sports and games.

vii. Secretary, District Education Council.

viii. Award of Scholarship. The DEO will conduct the scholarship exam of V Class and award Middle School Scholarships, both in respect of boys and girls. He will be in charge of all matters pertaining to scholarship in his district and will submit an annual report thereof to the Director of Education (Schools).

b. Budget/Accounts, Planning, Drawing and Disbursing Powers

The DEO will be the drawing and disbursing officer in regard to all Establishment Travel Allowance (T.A.) contingencies of primary and middle schools, as well as his own office. Disbursements of pay will be made, however, through Headmasters/ADEOs. He will be responsible for the maintenance of accounts. In addition, he will be in charge of the preparation of budget estimates, annual development plans (ADPs) and project director of all small works in the district relating to education.

c. Service Matters

i. Appointment: the DEO will be the appointing authority in respect of the teaching staff. The appointments will be made through respective selection boards. Likewise, he is the appointing authority for junior clerks and Class IV government servants.

ii. Transferring Authority: He will be the transferring authority in respect to all non-gazetted teaching staff in the district. He will propose the transfer of Headmasters of High Schools within and out of the district to the Director of Education. Likewise, the DEO has the transferring authority over all ministerial staff in the district.

iii. Controlling Officer and Other Matters: The DEO will be the controlling authority for travel allowances in respect to all gazetted and non-gazetted staff and for sanctioning of leaves, including casual leaves. He also has the authority to suspend in ranks, compulsory retirement, remove or dismiss from the service in respect of non-gazetted teaching staff. Likewise, his permission is necessary to appear in examinations, to work as superintendent, deputy superintendent and as invigilators in examinations. Last;y, he has authority over pension cases and in the nomination and selection for inservice training.

2. The Deputy District Education Officer (DDEO) (Line-Field Officer)

The duties and functions of the DDEO are contained in a Notification document issued by the Education Department of the Government of Baluchistan on May 12, 1984. The DDEO has academic, administrative, supervisor and development responsibilities. The details are as follows:

a. Academic Responsibilities

i. He/She will ensure that the courses of study are completed and the terminal examinations are conducted in middle, primary and mosque schools in accordance with the schedule.

ii. He/She will be responsible for the improvement of the standards of Education in primary/mosque/middle schools and literacy centers.

iii. He/She will guide the teachers in improving the quality of their teaching and overcome difficulties in the teaching-learning process.

iv. He/She will promote curricular, co-curricular, extra-curricular and sports activities in middle schools.

b. Administrative Responsibilities

i. All the files will be routed through him/her when present at the headquarters.

ii. Annual Confidential Reports in respect to the teachers working in middle schools will initiated by him/her. He/She will countersign the ACRs of the primary and mosque school teachers.

c. Supervisory Responsibilities

i. He/She will be responsible for regular extensive inspection and supervision and smooth running of primary/mosque schools and literacy centers.

ii. He/She will supervise and coordinate the activities of Assistant District Education Officers, Supervisors and Learning Coordinators.

iii. He/She will be responsible to establish interaction between the community and the school at middle/primary/mosque school and literacy center levels.

d. Development Responsibilities

i. He/She will assist the District/Divisional Education Officers in the preparation of Annual Development Program and will submit reports to the District/Divisional Education Officer of the development schemes pertaining to middle, primary and mosque schools.

ii. He/She will propose the opening of new primary and mosque schools and literacy centers.

iii. All the equipment and textbooks in primary, mosque and middle schools will be applied for through him/her.

iv. He/She will be responsible for the collection, compilation and consolidation of all educational statistics in the district.

Tehsil/Subdivision Level

The key personnel at this level have been previously mentioned. For ease of reference, the management structure at this strata in Punjab province is headed by a line or field Deputy District Education Officer. The counterpart in NWFP, as also in the Sind, is the Sub-Divisional Education Officer (SDEO). In Baluchistan, the equivalent is the Assistant District Education Officer (ADE)). This designation, ADEO is, presently subject to be changed to Sub-Division Education Officer for purposes of uniformity with the other provinces. Below the Deputy District Education Officer or the SDEO are Assistant Education Officers (AEO's) or Assistant SDEOs, Supervisors/Learning Coordinators (in PFP project schools and finally, the Headmasters/Headmistress. Chart No. 7 is an example of the organization at the Tehsil level of a Sub-Divisional Education Office (actually that of Tehsil in the nWFP).

The duties and functions of these functionaries in each of the provinces are outlined below.

IN PUNJAB

1. Deputy District Education Officer (Line-Field Officer Assignment)

A "Charter of Duties for the DDEOs (Male/Female) in the Punjab" issued on December 22, 1985 by the Provincial Department of Education enumerated the following duties and responsibilities of this post which appeared to have been created only in recent months.

A. General

1. be the representative of the Education Department (school side) at sub-divisional/tehsil level;

2. collect and keep up-to-date information/data/statistics of the number of students/teachers, academic performance, results and scholarships, sports, properties, including land and buildings, etc.

3. be the chief executive and supervise Middle schools in his sub-division/tehsil and as such will be responsible for smooth working of middle schools both administratively and academically;

4. control the working of Primary schools in his sub-division/tehsil through AEOs;

B. Administrative

5. exercise all powers such as appointment/punishment, grant of leave, etc., to PTC teachers and maintain their service and other records;

6. write ACRs of Headmasters of Middle Schools and AEOs of his sub-division/tehsil and countersign ACRs recorded by AEOs and others in his sub-division/tehsil;

7. be the transferring authorities of all teachers from BS-7 to BS-9 within their sub-division/tehsil and such transfers from sub-division/tehsil will be routed through him;

C. Inspection

8. carry out 100% inspection of Middle Schools three times per year;

9. inspect at least 25% of Primary schools;

10. submit their inspection reports regularly to District Education Officers;

11. check and supervise the inspection work of AEOs;

12. be the controlling officer of T.A. bills of all teaching and non-teaching staff in their staff-division/tehsil and verify the T.A. claim of AEOs and check their tours diaries;

D. Financial

13. be drawing and disbursing officers for themselves and their offices;

14. sanction the utilization of funds of boys/girls Middle/Primary schools of their sub-division/tehsil;

E. Academic

15. help the Director of Education in conducting departmental Middle Standard examinations;

16. help the DEOs in conducting 5th class scholarship examinations in their sub-division/tehsil.

17. maintain all record of scholarship holders of their sub-division/tehsil and be responsible for payment of scholarships awarded on the basis of 5th class examination to be paid in class VI-VIII;

18. be responsible for conducting final examinations of class-V;

19. submit annual return to DEO on academic achievements of all Primary/Middle schools with recommendations for good or bad performance for teachers, headmasters and supervisors;

20. will report annually on the text books and teaching aid such as audiovisual aid maps, charts, etc., to the DEO;

F. Planning and Development

21. provide all feasibility reports, survey data, statistics, etc. to DEO;

22. coordinate with all other departments in development activities;

G. Miscellaneous

23. coordinate and keep liaison with civil authorities and other departments at the sub-division/tehsil level for all kinds of official duties/functions;

24. supervise the literacy campaign in the sub-division/tehsil;

25. supervise the law and order situation in the institution of their sub-divisional/tehsil;

26. conduct survey regarding promotion of elementary education in the primary and middle schools.

The Charter added the following clarification to their role:

"The DEOs will continue to have overall control over the Deputy District Education Officers and assistant Education Officers in the District. The DEOs will be the Reporting Officer for DY. DEOs and countersigning authorities for AEOs and for such other categories of officers whose reports are to be initiated by the DY. DEOs. The DY. DEOs incharge of sub-Division/Tehsil will not form a part of the office of DEO and will enjoy independent entity.

The DY. DEOs will be category IV officers for the purpose of delegation of powers under Financial Rules and the Powers of Re-Appropriation Rules, 1962.

The existing purchase arrangement will continue and the DY. DEOs will not be associated with Purchase Committees. The DY. DEOs will also not attend Markaz Council meetings. The DY.D.E.Os will conduct enquiries but will not act as fullfledged Enquiry Officers."

2. Assistant Education Officer (AEOs): (Line Field Officer Assignment)

The AEOs who are "subordinate to the DDEOs" have the following duties and responsibilities:

1. Supervision and inspection of primary schools.

2. Drawing and disbursing officer for primary and middle school teachers, including purchase of materials within limits of budgetary allocation.

3. Supervision of site openings and up-grading of primary/middle schools.

4. Disposal of complaints/applications relating to primary schools.

5. Assisting DDEOs and DEOs at tehsil/district levels in urgent affairs.

6. Promoting community relations and attending meetings at union council and markaz levels for the betterment of education.

7. Performance of national "intrust" like elections, referendums and preparation of electrol rolls.

8. Conduct of promotion examination up to primary stage (Class 5).

9. Conduct of refresher courses and seminars for primary school teachers, and

10. Other duties as may be necessary concerning primary education.

3. The Headmasters/Headmistress

The Headmasters and Headmistresses are in charge of individual schools. They are responsible for the smooth operation of their respective schools, both in the quality of instruction and in the proper maintenance of the school and its facilities. In addition to administrative duties of keeping and maintaining registers and school records, they also conduct classes. Further, they are supposed to supervise the performance of other teacher(s) in their schools. However, in practice, they themselves are the objects of supervision by the AEOs.

In some of the districts designated for the Primary Education Project (PEP) under World Bank assistance, a Learning Coordinator (LC) assists Headmasters/mistresses and teachers in their conduct of improving instruction. In these cases, the LCs actually form a tier between the AEOs and the teachers. The duties and responsibilities of LCs are discussed elsewhere in the Team's report (see Section on Primary Education and Curriculum).

IN NWFP

1. The Sub-Divisional Education Officer

Documentary review and interviews with a number of SDEOs indicated that the SDEO is responsible mainly for the inspection and supervision of:

a. Government primary schools and government middle schools in the Sub-division.

b. Private schools (at primary and middle level) functioning in the area.

c. Collection of statistical data for establishment of primary schools and upgradation.

d. Transfers of all PTC teachers in the Sub-division.

e. Posting and transfers of Class IV civil servants in the area.

f. Drawing and payment of salary of all the teachers up to BPS-15 working in government primary and middle schools in the Sub-division.

g. Checking and compilation of service books of all the employees in the government schools.

h. Purchase of equipment (e.g., science, sports gears and furniture) for all the government primary and middle schools.

i. Inspection of all the government primary and middle schools in the Sub-division.

Some specific data would be useful in understanding the duties and overall responsibility of an SDEO. The following number of schools and other related information are directly under the control and supervision of an SDEO in NWFP:

School	Number
Government Primary Schools	394
Government Lower Middle Schools	2
Government Middle Schools	33
Total	429

The breakdown of staff working in the above schools are:

Staff	Number
Senior English Teachers (SETs)	33
Certified Teachers (CTs)	40
Senior Vernacular Teachers (SVs)	75
Drawing Masters (DMs)	33
Primary Education Teachers (PETs)	33
Primary Teachers Certificates	1,499
Total	1,713
Class IV Employees	160
Total Number of Personnel	1,873
Total Number of Students	50,339

Thus, in summary, the SDEO has to contend with the management of 429 schools, 1,873 employees and 50,339 students. She/he has 6 ASDEO's to help share this workload.

2. The Assistant Sub-Division Education Officer (ASDEO)

A review of the written duties assigned to ASDEOs (submitted to the team during the field study) showed that not only are they charged with the responsibility of assisting the SDEO in the inspection and supervision of schools, but they are also required to perform a host of administrative duties. These relate to monthly statistical data; Management Unit for Study and Training (MUST) matters; inspection remarks; inquiries; annual confidential reports; selection grades of all categories; checking of qualifications; budget and account matters; purchase cases; general, complaint and court cases; annual development plans; leave cases; custody of books of all categories. The conduct of annual examination is one of the formal duties of the ASDEO.

3. The Headmaster and Headmistress

The Headmaster and Headmistress of individual schools are in charge of the conduct of classes and the smooth functioning of their respective schools. In addition to teaching duties, they have to keep and maintain required school records (e.g., attendance, inventory, registers, etc.) and maintain discipline both of teachers and students. As in Punjab Province, they too, are the objects of inspection by officers in the tehsil and district levels of educational management.

IN BALUCHISTAN

1. The Assistant District Education Officer (ADEO)

The duties and functions of the ADEO are similarly classified into academic, administrative, supervisory and development responsibilities. They are as follows:

a. Academic Responsibilities

i. He/She will be responsible for then improvement of the quality of education.

ii. He/She will promote curricular, co-curricular, extra-curricular and sports activities in primary and mosque schools.

iii. He/She will help primary/mosque school teachers, improve the quality of teaching and overcome problems faced in the teaching and learning process.

iv. He/She will ensure that the courses of study are completed according to the time schedule.

b. Administrative Responsibilities

i. He/She will initiate proposals for the adjustment and transfers of primary and mosque school teachers.

ii. He/She will initiate the Annual Confidential Reports of primary and mosque school teachers.

c. Supervisory Responsibilities

i. He/She will carry-out extensive regular inspection and supervision of primary and mosque schools and will furnish reports to the Deputy District Education Officer.

ii. He/She will ensure that the primary/mosque schools are kept clean and tidy.

d. Development Responsibilities

i. He/She will help the Deputy District Education Officer select suitable locations for the opening of new primary/mosque schools and adult literacy centers.

ii. He/She will submit progress reports to the Deputy District Education Officer on the developmental schemes of the area.

iii. He/She will collect, compile and consolidate the educational statistics of the area and submit them to the Deputy District Education Officer.

2. The Supervisors

The same document defining the duties of the ADEOs enumerates the duties of the supervisors as follows:

a. He/She will guide the primary and mosque school teachers in the improvement of the quality of education.

b. He/She will keep a guard against absenteeism in primary/mosque schools.

c. He/She, along with the teacher, will be responsible for increasing the student enrollment in the school.

d. He/She will establish good relationships with the community and Councillors for the betterment of the schools in his/her jurisdiction.

e. He/She will record impressions in the log book of the school and report to the Assistant District Education Officer.

A concluding portion of the document summarizes the minimum number of visits that all supervisory staff, including the supervisor, should make to schools. The Directive is quoted below:

> Tours: The Supervisory staff should frequently and extensively inspect and visit schools of their responsibility but not less than the following minimum number in any case.

	Number of Visits				
Name of Officer	High School	Middle School	Primary School	Mosque School	Adult Literacy Center
Distr/Div. Ed. Officer	4	2	twice	twice	twice
Deputy Dist. Ed. Officer	--	4	thrice	thrice	thrice
Asst. Dist. Ed. Officer	--	6	4	4	4
Supervisor	--	--	12	12	12

3. The Learning Coordinators

The duties and functions of Learning Coordinators in the Primary Education Project (PEP) schools in the province do not appear in any written document and as such they are not well-defined. Based on interviews, however, the Learning Coordinators are understood to condcut local level training in the use of teaching kits, assist teachers by providing guidance and demonstration lessons and help Head Teachers in their community work by identifying causes for non-attendance and organizing parent-teacher meetings.

4. Headmasters/Headmistresses

There are no available written materials on the duties and functions of these personnel but as in the other provinces, they are the school's administrator. They are solely responsible for efficient and effective administration of their respective schools and are expected to ensure efficient pupil and staff supervision, effective delivery of instruction, improve the quality of education and facilitate pupil growth and development.

IN SIND

1. The Sub-Divisional Education Officer

The duties and functions of this officer in Sind are outlined below:

a. Office Administration

- i. Appropriate delegation of powers and scheduling of work for the staff of the Sub-Divisional office.
- ii. Direct supervision of all the ministerial, clerical and other junior staff in the Sub-Divisional office.
- iii. Handling of all correspondence matters.
- iv. Collection and compilation of all sorts of educational data and statistics from the schools in his/her Sub-Division.
- v. Purchase and/or receipt of materials for the schools in the Sub-Division in accordance with the powers delegated to him/her.

b. Instructional Supervisory Duties

- i. That the curriculum content and programmes in the schools in his/her area are in accordance with the policies and objectives of education.
- ii. That the timetable, workplan, teachers lesson notes, diaries and schemes of work or other approved documents showing the day-to-day schedule of instructional activities are properly kept and appropriately used by the teachers.
- iii. That the pupils have a good classroom climate for their work including pupil-pupil and pupil-teacher relationships and interactions.
- iv. Checking school examinations and countersigning certificates.
- v. Check the records of pupil progress and recommending ways of assisting the low achievers or late developers among the pupils.
- vi. Checking the general school conditions including the conditions of the classrooms and the school instructional facilities (e.g. desks, blackboards, etc.)
- vii. Guiding and counselling the weaker or newer teachers.

c. Staff Supervision

(The SDEO will:)

i. Go through the list of staff to determine whether they are adequate for the number, class or age of the pupils, and whether the right teachers are teaching the right classes or subjects.

ii. Observe the teachers in action to determine those that need guidance, or further training.

iii. Discuss with each teacher his/her merits and demerits and highlight with the teachers areas that need improvement in his/her performance.

iv. Discuss with the Headmaster/Headmistress on the matters of staff performance, discipline, morale, development and staff interpersonal relations.

v. Arrange (with the agreement of the Headmasters and the DEO) short courses or seminars for selected teachers on issues related to improvement of programmes or improvement of instruction.

vi. Occasionally organize short inservice courses and workshops for groups of teachers in the Sub-Division on selected aspects of their work. Excellent Headmasters and experienced teachers may be asked to serve as additional resource persons in such short courses.

vii. Identify without prejudice, teachers that need promotion, discipline, further training, etc., and recommending such teachers to the appropriate authorities.

d. Financial Duties

i. Execution of budget received from the Finance Department through the Director of School Education.

ii. Auditing the accounts of the Sub-Divisional Education Office and the school before forwarding them through the DEO to the Accounts Branch.

iii. Carrying out other financial duties as the District Education Officer may delegate.

e. Developmental Powers of the SDEO

i. Preparation of ADP schemes for the development of schools in the Sub-Division, as directed by the DEO.

ii. Attending review meetings at the Sub-Divisional level and meetings with the Social Welfare and local communities.

iii. Collection and preparation of all kinds of data and information (through supervisors, Headmasters/Headmistresses, for development planning and decision-making ensuring that these information are updated regularly and making copies available to the DEO's office and other planning agencies.

iv. Making monthly, quarterly and annual reports and returns on the development programmes concerning the schools in the Sub-Division.

v. Responsible for the supervision and inspection of building works for schools in his/her area of authority, including:

- Selection of adequate sites for buildings,
- Supervising work while the buildings are being constructed, and
- Inspection of the construction and other formalities required for the completion of and handling over of the buildings.

2. The Supervisors, Primary Education

Supervisors are charged with the following duties:

a. Regular visits to schools for the collection of required data.

b. Maintain a record of the qualifications of teachers in his/her beat.

c. Maintain a record of the list of schools and their addresses.

d. Maintain a record of the number of teachers in his/her jurisdiction.

e. Inform SDEO about the shortage of teachers in any school.

f. Keep a record of enrollment in each school and in all the schools.

g. Inform the SDEO regarding absenteeism of teachers regularly.

h. Maintain a record of furniture available in each school.

i. Maintain a record of physical facilities available to each school in his beat.

j. Maintain examination records of pupils enrolled and passed each year for each school separately and also maintain a cumulative record.

k. Collect admission data during the month of April regarding each school and send it to the SDEO.

l. Grant casual leave application of teachers.

m. Forward cases for transfer of teachers, GPF advance, joining reports of new teachers to appropriate SDEOs.

n. Verify materials with the entry in Dead Stock register of the school.

o. Verify attendance of teachers from Teacher Muster Roll and attendance of pupils from class attendance register.

p. Send proposals for meeting the shortage of teachers, furniture, buildings and teaching materials to appropriate SDEOs.

q. Keep a record of the teachers who are trained, those who are untrained, those who have undergone an inservice course and plan for inservice training of teachers on a no cost basis.

r. Conduct and prepare reports on enquiry matters assigned by SDEO.

s. Contact SDEO and other authorities for academic support.

t. Supervise the work of Learning Coordinators, assist them by visiting troubled schools for extra support and organize local level training for primary teachers through Learning Coordinators.

u. Organize process evaluation and synthesize results on an ongoing basis for decision making.

Academic

a. Visit each primary school on turn basis.

b. Check the availability of curriculum reports on each subject, national teaching kits, a set of teachers' guides, prescribed textbooks.

c. Ensure/verify the use of teaching kits in the actual classroom teaching.

d. Possess a list of prescribed books for each subject at the primary level.

e. Bring to notice the use of unauthorized books and ensure their removal from the school after use.

f. Help teachers in planning their scheme of work on a monthly or on full academic year basis.

g. Assess the pupils relative to their mastery of course content taught by teachers.

h. Observe teachers while they are teaching in actual classroom situations discuss the presentation of topics with teachers observed; identify sources from where teachers might obtain professional support.

i. Devise the plan of examination for the schools within his/her jurisdiction and notify each school; constitute a committee/committees for holding exams and ensure the conduct of examinations for each school during the scheduled programme.

Community Involvement

a. Identify the needs of the community where the schools are situated.

b. Prepare a case study for each school, including a description of its vicinity, type of villagers, customs and estimates on current and future enrollment.

c. Contact community members of villages during visits to the schools and attend parent-teachers meetings organized by the schools to help build good community relations.

d. Help teachers in obtaining community support for solving problems.

e. Organize meetings of heads of schools.

3. The Learning Coordinator

a. Conduct local level training on learning modules for primary teachers.

b. Assist teachers in their classrooms on a regular basis by providing guidance and demonstration lessons, and

c. Assist teachers and head teachers in their community work by identifying cause for non-attendance and organizing parent-teacher meetings.

4. The Headmaster/Headmistress

a. Effective school management.

b. Efficient pupil and staff supervision.

c. Effective supervision and delivery of instruction.

d. Boost the morale and capacity of teachers and other staff working in the schools.

e. Promote realistic and adequate achievement of educational goals.

f. Promote the understanding, harnessing and facilitation of pupil growth and development.

g. Enhance good school climate.

Supervision of Staff

a. Provide induction/orientation talks or discussions for new teachers.

b. Supervise the teachers at work, and give them guidance or advice on how to improve their performance.

c. Encourage the hard-working teachers and advise such teachers to guide others.

d. Settle disputes, grievances, etc. among the teachers; showing personal concerns for the grievances and problems of individual teachers.

e. Hold regular, intimate discussions with the "problem" teacher/s.

f. Participate in (and in some cases initiate) inservice workshops for teachers on a school, sub-divisional, district or a regional basis.

g. Attend to the teachers' confidential and other personal assessment reports very promptly and justly.

h. Demonstrate a willingness to recommend for promotion, study leave, inservice training, etc., and staff member needing such assistance.

i. Hold staff meetings as candid, cordial and open as possible.

Co-Curricular Activities

a. Organize school sports and games at both the intra- and inter-school levels.

b. Organize Scouting, Girls Guide, Red Crescent and other societies aimed at proper discipline and personality development of the pupils.

c. Organize occasional educational excursions, visits or field demonstrations at different places of educational, historical or cultural interests, both within the district and the province.

d. Organize drama, debates and other competitive or participative societies.

Financial Duties

a. Filling and maintaining all financial records, including the school budget, records on contingencies, poor students funds, honoraria, pensions, TA/DA.

b. Submit the following items to the DEO every month:

- Monthly expenditure statements; reconciliation of expenditure and receipts; special expenditures; audit reports; budget estimates; 1st and 2nd lists of excesses and surrenders; ADP and SNE reports.
- Report on any development projects as well as other essential statistics and data concerning the school.
- Pay bills, for MRC TA/AA, contingencies, (deliveries) and other claims, scholarships, etc.
- Report on scholarship facilities and programmes within the school, including Middle School scholarship, Merit and Charity-based scholarships.

1123D

CHART NO. 5 ORGANIZATIONAL CHART

DIRECTORATE OF EDUCATION (SCHOOLS) LHR. DIV. LAHORE.

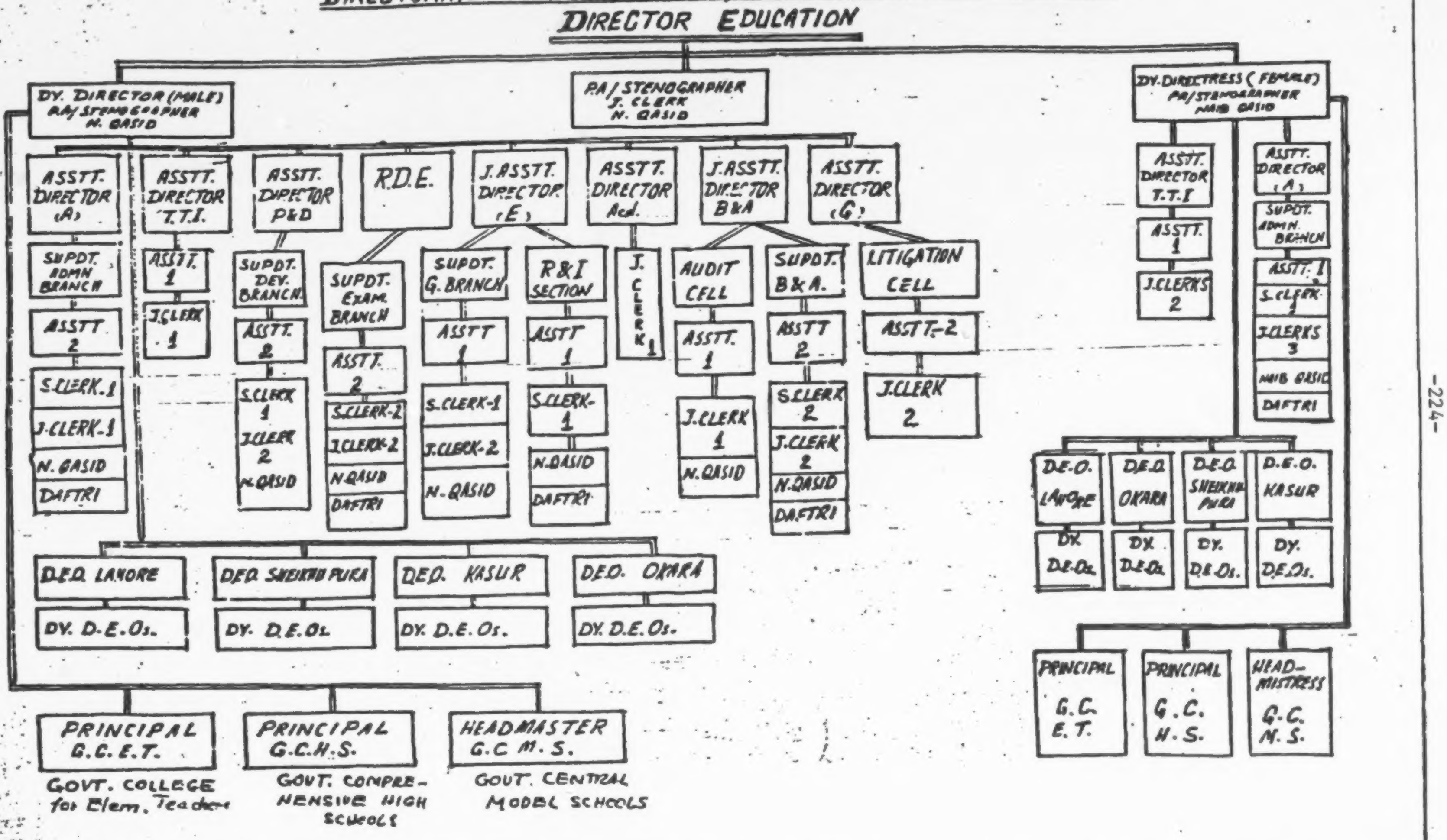

DIRECTOR EDUCATION
DY. DIRECTOR (MALE) P.A/STENOGRAPHER N. QASID
P.A/STENOGRAPHER J. CLERK N. QASID
DY. DIRECTRESS (FEMALE) PA/STENOGRAPHER NAIB QASID
ASSTT. DIRECTOR (A)
SUPDT. ADMN BRANCH
ASSTT 2
S.CLERK-1
J.CLERK-1
N. QASID
DAFTRI
ASSTT. DIRECTOR T.T.I.
ASSTT. 1
J.CLERK 1
ASSTT. DIRECTOR P&D
SUPDT. DEV. BRANCH
ASSTT. 2
S.CLERK 1
J.CLERK 2
N.QASID
R.D.E.
SUPDT. EXAM. BRANCH
ASSTT. 2
S.CLERK-2
J.CLERK-2
N.QASID
DAFTRI
J. ASSTT. DIRECTOR (E)
SUPDT. G. BRANCH
ASSTT 1
S.CLERK-1
J.CLERK-2
N. QASID
R&I SECTION
ASSTT 1
S.CLERK-1
N.QASID
DAFTRI
ASSTT. DIRECTOR Acd.
J. CLERK 1
J. ASSTT. DIRECTOR B&A
AUDIT CELL
ASSTT. 1
J.CLERK 1
N.QASID
SUPDT. B&A.
ASSTT 2
S.CLERK 2
J.CLERK 2
N.QASID
DAFTRI
ASSTT. DIRECTOR (G)
LITIGATION CELL
ASSTT.-2
J.CLERK 2
ASSTT. DIRECTOR T.T.I
ASSTT. 1
J.CLERKS 2
ASSTT. DIRECTOR (A)
SUPDT. ADMN. BRANCH
ASSTT. 1
S.CLERK 1
J.CLERKS 3
NAIB QASID
DAFTRI
D.E.O. LAHORE
DY. D.E.Os.
D.E.O. OKARA
DY. D.E.Os.
D.E.O. SHEIKHUPURA
DY. D.E.Os.
D.E.O. KASUR
DY. D.E.Os.
D.E.O. LAHORE
DY. D.E.Os.
D.E.O. SHEIKHUPURA
DY. D.E.Os.
D.E.O. KASUR
DY. D.E.Os.
D.E.O. OKARA
DY. D.E.Os.
PRINCIPAL G.C.E.T.
GOVT. COLLEGE for Elem. Teachers
PRINCIPAL G.C.H.S.
GOVT. COMPREHENSIVE HIGH SCHOOLS
HEADMASTER G.C.M.S.
GOVT. CENTRAL MODEL SCHOOLS
PRINCIPAL G.C. E.T.
PRINCIPAL G.C. H.S.
HEADMISTRESS G.C. M.S.

CHART NO. 6 ORGANIZATION OF A DISTRICT EDUCATION OFFICE
SIND PROVINCE (1986)

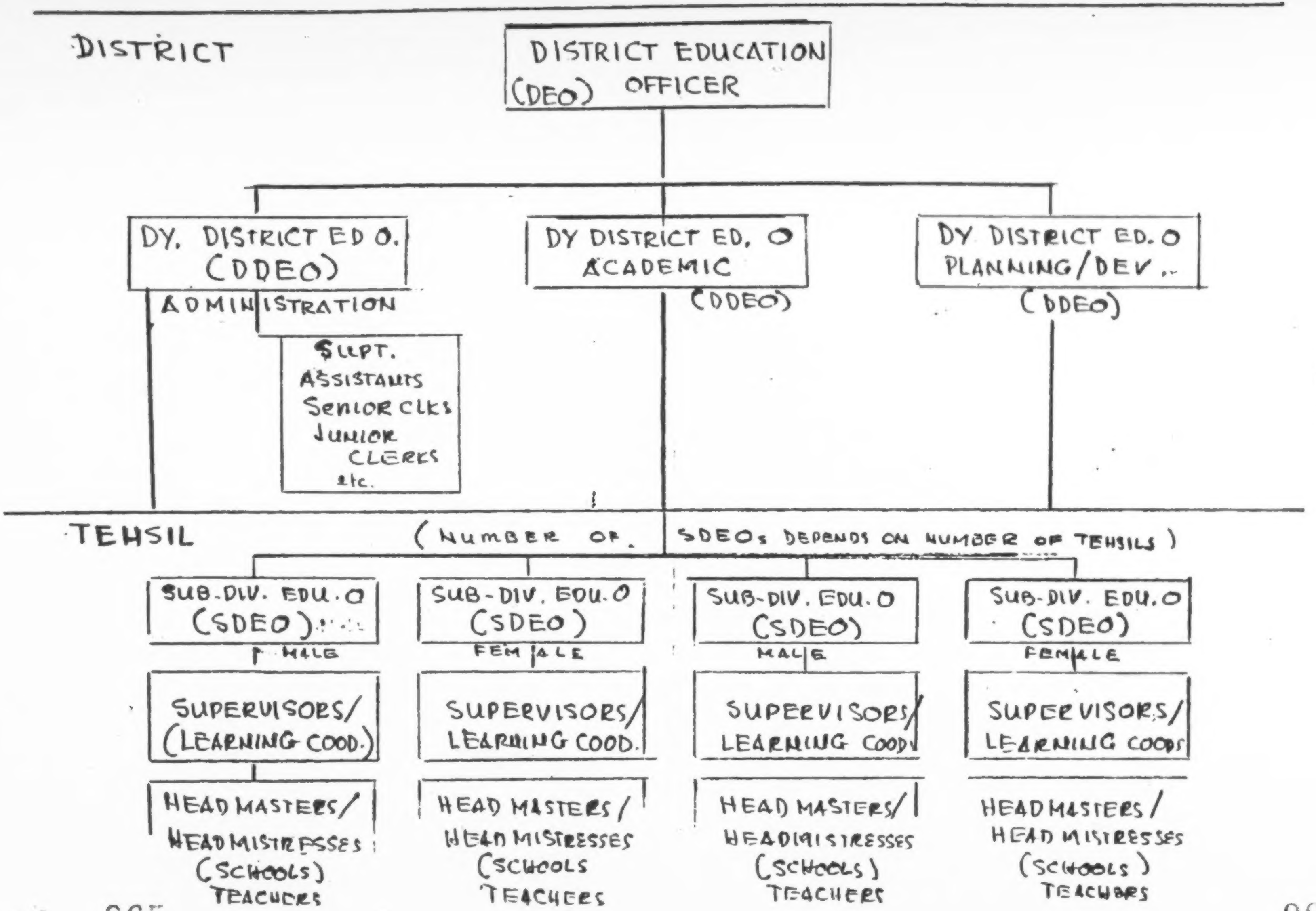
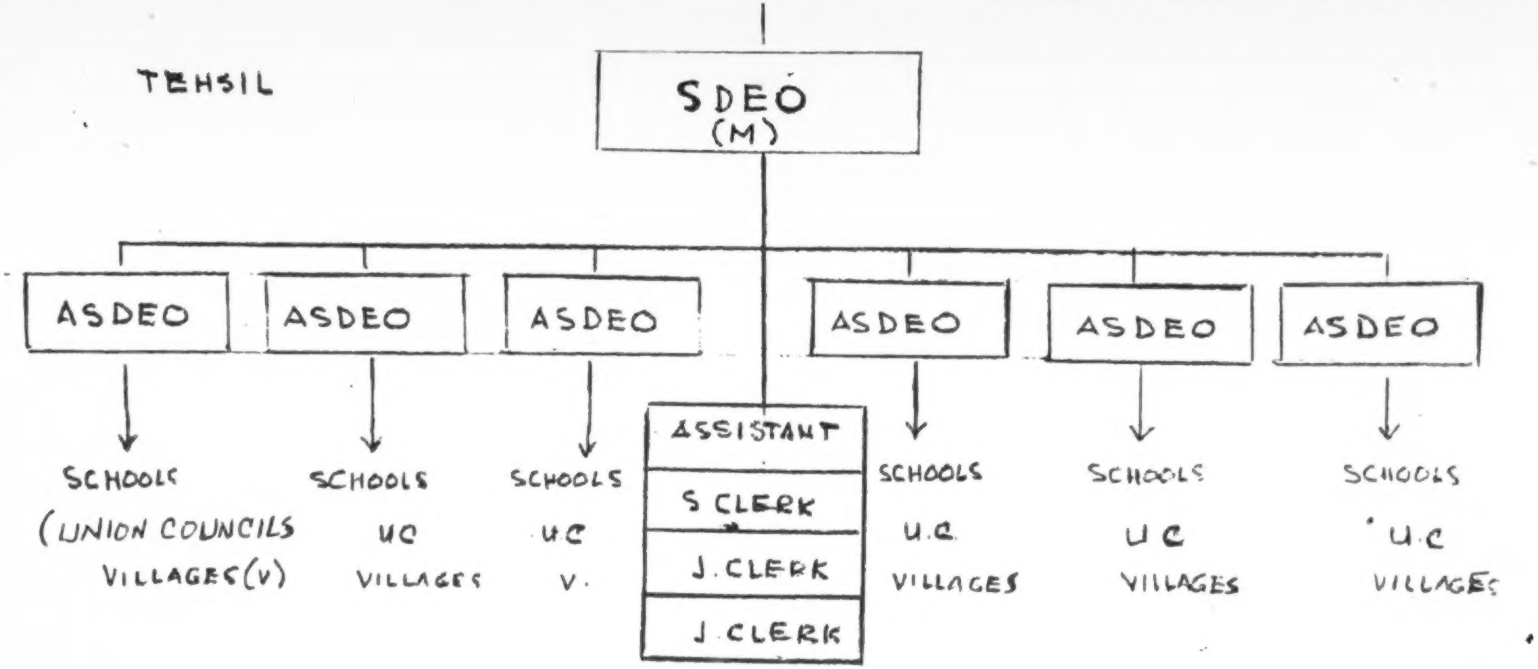

DISTRICT
DISTRICT EDUCATION OFFICER (DEO)
DY. DISTRICT ED O. (DDEO) ADMINISTRATION
SUPT. ASSISTANTS Senior clks Junior CLERKS etc.
DY DISTRICT ED. O ACADEMIC (DDEO)
DY DISTRICT ED. O PLANNING/DEV. (DDEO)
TEHSIL
(NUMBER OF SDEOs DEPENDS ON NUMBER OF TEHSILS)
SUB-DIV. EDU. O (SDEO) MALE
SUB-DIV. EDU. O (SDEO) FEMALE
SUB-DIV. EDU. O (SDEO) MALE
SUB-DIV. EDU. O (SDEO) FEMALE
SUPERVISORS/ (LEARNING COOD.)
SUPERVISORS/ LEARNING COOD.
SUPERVISORS/ LEARNING COODV
SUPERVISORS/ LEARNING COODS
HEAD MASTERS/ HEAD MISTRESSES (SCHOOLS) TEACHERS
HEAD MASTERS/ HEAD MISTRESSES (SCHOOLS TEACHERS
HEAD MASTERS/ HEADMISTRESSES (SCHOOLS) TEACHERS
HEAD MASTERS/ HEAD MISTRESSES (SCHOOLS) TEACHERS

CHART 7: ORGANIZATION OF SUB-DIVISIONAL EDUCATION OFFICE (SDEO)- TEHSIL LEVEL (NWFP)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ANNEX D-V

ANNEX TO CHAPTER V, PART II

THE FORMAL PRIMARY EDUCATION SYSTEM

D-V.1 Private Schools - An Assessment of their Role in Meeting the Gap

D-V.2 Girls' Education

D-V.3 The Curriculum Wing - Functions, Administration, Organization and Composition of Committees

D-V.4 PEP, Mosque, Mohallah, and Drop-in Schools

D-V.5 Scope and Sequence of Selected Subjects in the Primary and Middle School Curricula

D-V.6 Sex Role Images in Primary Textbooks

D-V.7 Proposed Programs - Special Education

D-V.8 Contrast of Alternative and Regular Teacher Training Curricula

D-V.9 Curricula - Teacher Training Colleges
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- Certificate of Teaching (CT)
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D-V.12 Review of USAID 1970 Education Sector Paper,
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1977 Pakistan Primary Education Project Paper

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ANNEX D-V.1

PRIVATE SCHOOLS -- AN ASSESSMENT OF THEIR POTENTIAL ROLE IN FILLING THE GAP

On September 1, 1972, all privately managed colleges were nationalized. Similarly, all privately managed schools were nationalized in a phased manner over a two year period beginning October 1, 1972.

No compensation was paid to any person divested of any privately managed school or of any property attached. Persons in possession of privately managed schools were not allowed to close or in any manner alienate, sell, or otherwise transfer any property.

From October 1, 1972, the salary scales and service conditions of all teachers in privately managed schools and colleges were brought at part with those of government schools.

The Federal Government announced that it could exempt from the provisions of this regulation, relative to nationalization, any privately owned school which was genuninely operated on a benevolent, philanthropic or non commercial basis. Under these conditions some few schools were given the freedom to continue as usual.

Prior to nationalization, the private sector provided quality secondary education and drew students from high class families. The nationalization process did not extend to all schools so the ones who escaped are still in operation. Some English medium schools function but must provide twenty scholarships to pupils from impoverished backgrounds.

Under the subsequent 1979 National Policy and Implementation Programs, a process of decentralization began and a lot of schools have been returned to their original sponsors. However, the schools' facilities have deteriorated to such a great extent that many of the sponsors have not shown any interest in reinvesting in the school enterprise due to high recuperation costs. Although the government has announced that nationalization will never happen again, there is some appreciation and hesitancy on the part of the private sector to become involved in large scale development of private schools.

According to data on the private schools in the Ministry of Education School Mapping Study of 1983, the private sector will be providing places for approximately 10% of the primary school age children at the end of the sixth Five-Year Plan period. The ful potential of the private sector is not known. It is felt that if a Private School Foundation were established where soft loans could be negotiated by interested private sector investors the present effort could be doubled. If incentives were provided for rural private school development, this effort would benefit the students who would have educational opportunities in quality schools. It would provide competition to government schools to upgrade themselves, and would provide the government with some additional funds to invest in needed instructional materials.

The role of the private sector in assisting the government to meet the gap should be more fully explored. The expertise is present for developing a network of private rural primary schools with higher quality standards. The government at

Federal and Provincial levels would need to guarantee the private school sector that only minimal interference for purposes of registration and data collection for planning purposes would be imposed. In addition, some form of economic assistance would be needed by rural students to enable them to take advantage of such a great opportunity.

Federal Government and Provincial Government officials have expressed a deep interest in greater participation in educational development by the private sector especially in rural areas. They feel further that the time is ripe for a meeting between the private sector and government relative to a joint planning effort for optimum utilization of combined available resources.

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ANNEX D-V.2

GIRLS' EDUCATION

The potential female consumer of primary education is unique and has her own reservations (as well as those of her parents) relative to participating in the primary education process. Once a girl is incorporated in the system as a learner, an enormous pressure is brought to bear on the teaching force to be relevant, responsive, and sensitive to her needs if her prolonged presence in school is desired. Her uniqueness comes in part from the social and emotional environment which is created especially for her in which to grow and develop. Dr. Iftikhar Hassan, Professor of Clinical Psychology at the Allama Iqbal Open University, indicates that even at an early age parental and societal expectations mount, discouraging the young female from acting as a child but rather as an adult. Dr. Hassan goes on to say that a girl's public activities are regulated and controlled. She is encouraged to be soft-spoken, reserved and gentle during her play periods, and to view male members of society as a support system to her daily living. She is supposed to spend a great deal of time helping with female chores, and observing her mother as a role model. As she reaches adolescence, more vigilance is applied, especially to her public activities. As she becomes eligible for marriage at an early age, she has been molded to be subservient, submissive, and obedient to her husband.

There are serious social, economic and cultural constraints which influence female enrollment and retention in school. Young girls are assigned the tasks of caring for siblings, tending small animals (such as sheep, goats, or even a cow), fetching water and assisting their mothers with cleaning and the care of the household in addition to the preparation and serving of meals. These responsibilities are fixed and compulsory, while attendance at school is voluntary. The rural girl often has no choice; it is made for her by parents who may see no way to survive unless the mother is freed to join her husband in the field. Unfortunately, the timing of the school day does not coincide with a time the girl might be free to attend daily school sessions. Sometimes they enroll in the first grade, but need for their services at home, makes their attendance at school sporadic. If the pace of school study cannot be maintained she may be forced to drop out.

Mothers who have not had the opportunity for education have less inclination to send their daughters to school. Some change has been noted, however, especially in the attitude of males who have for a long time felt it was an insult to their ability as the breadwinner, if the women had to work outside the home to help support the family. Males now seem to feel that as long as they can still maintain control of their wives, they don't mind them working as long as it is close to home, and that conditions are right and proper for a female.

From an investment point of view, rural families see little or no returns from the schooling of females. Females will marry young and make good wives without education and will work hard with their husbands to support their families. They encourage boys to attend school because they will stay with the family and be employed in a job which will reward the time and effort of schooling.

There is a preponderance of variables which influence the ability of young females to attend school such as:

1. The impoverished rural environment.
2. The lack of cultural aids in the home from which children build learning readiness and curiosity.
3. Parental attitudes. Either parent or both may have a strong viewpoint against female education.
4. Social attitudes. Parents may feel it is more important to live comfortably within the expectations of the community.
5. Distance between the home and the school. Parents may not want their daughters traveling too far from home to attend school.
6. Rural poverty in any of its manifestations, such as:
    a. needing the female child at home to take over female home chores thereby freeing the adult female to take outside work and earnings
    b. needing all earnings for family maintenance, leaving nothing for school clothing or supplies
    c. even possible female malnutrition or ill health due to family poverty.

    The poverty level of rural families is generally considered to be about $50 per capita per year.

Middle level tenants, service workers, and local government employees are economically more able and, therefore, more desirous of sending their daughters to primary school and have less inhibitions relative to walking distances and other factors mentioned.

Physical facilities that are suitable for males are suitable for females with the exception of the school boundary wall. This seems to be essential and it holds true that when the school is enclosed with a boundary wall, female enrollment is considerably more significant. Schools for females should include a room for the pursuit of income generating activities which will provide a link to rural families between relevant educational programs and the possibilities of earning income during and upon termination of schooling. A playground area should be planned and developed as part of female schools to provide opportunities for girls to identify their potential in sports as well as to promote physical fitness, and health care training.

Providing teachers for rural girls' schools is difficult. Once a female teacher is at post, her attendance becomes hard to monitor. Due to the scarcity of living residences in small villages, female teachers are forced to live in small urban areas outside the village. Despite all good intentions to commute daily to their posts, teachers find that their meager salaries will not cover this daily expenses. Consequently, there is often high teacher absenteeism in female schools. An effort is being made to recruit local females with middle school credentials to teach in village schools and upgrade their professional capacity during vacations and on weekends while teaching.

Young females at the tender age of five are reserved, timid, and not ready for competitive study. A young girl spends much time under the vigilance and protection of the family, and has a very difficult time adjusting to the sometimes harsh, insensitive, or extremely high behavioral standards set by the classroom teacher. The rigid regimen of task completion, excessive homework, or class participation is often threatening to a very young female. The type of discipline needed to train her to accomplish school tasks must be one of sensitivity, positive reinforcement, and praise. These dimensions of teaching are essential if longevity is sought for female students in the primary educational system.

Constructive Suggestions

The school curriculum must be relevant to the lives of young rural girls. It must teach some innovative income generating schemes in addition to academic studies. Girls already know the art of embroidery, sewing and similar household activities so more imaginative opportunities must be offered. One good example is fruit preservation. This nation produces an abundance of fruit during most of the entire year. However, preservation techniques for off-season marketing is almost entirely lacking. The preservation "know-how" is beginning to surface in the country and needs to be packaged in learning units at various levels. This can easily be taught in primary schools. Another idea is the "cellophane bag." This seems to be the key to the marketing success of fruits and vegetables. Teaching mass production of these bags could be a thriving business for villages. Even simple techniques of comprehensive housecleaning would raise countless opportunities for females to work in households or hotels in the future.

Schools should have adjustable calendars that do not compete with crop harvests, which often result in high absenteeism during these periods. School calendars should be flexible to suit the needs of rural regions so that instructional time is not lost and learning opportunities are not disrupted.

Teaching methods should be shaped to suit the readiness level and sensitivity of young female students. Teaching strategies should start with a "feeling out" process to find out where the student "is" and where her potential will enable her to "go." Strategies should then be changed to assist the student in achieving that potential, at each female student's level of capacity and at her own pace. At initial meetings, teachers should play a passive and guiding role. Not only would this student-oriented approach be less threatening to the female, it would trigger an interest in the learning process. As skill capacity increases, the teacher could become more active and move to more independent and group oriented activities.

The dropout rate in rural areas is considered to be about 70% from class 1 to class 5. Approximately 40% of the girls leave school between the first and second grades. It is in the early stages of their education where the performance of the teacher must be at its best.

Although there is a trend toward increasing female enrollment in urban areas a strong motivation program will be needed in rural areas to awaken their interest. Some success has been achieved when an income generating activity becomes the centerpiece around which academic related studies are weaved. The two brief accounts which appear in Annex V.11 describe two real situations where girls have come to appreciate academic studies as they see the limitations of rug weaving and sewing and look beyond to a time when education will assist them in finding other opportunities of employment.

5. The Curriculum Wing circulates the draft to its selected teachers and subject specialists in schools, colleges, and other agencies concerned, and invites their comments.

6. The comments are reviewed in the Curriculum Wing.

7. The National Committee of Curriculum scrutinizes the drafts in light of the comments.

8. The Committee submits its recommendations to the Ministry of Education.

9. The Secretary of Education accords the necessary approval.

10. The curriculum schemes duly approved are passed on to the Provincial Textbook Boards for preparation of textbooks.

Staffing

A. Sanctioned Posts of the Curriculum Wing, Ministry of Education are:

Join Education Advisor (National Director General)	1 position
Deputy Educational Advisor (National Director)	2 positions
Assistant Educational Advisor/ Education Officer	40 positions

B. The existing Staff of the urriculum Wing are reported to be as follows:

Joint Educational Advisor	1
Deputy Educational Advisor	4
Assistant Educational Advisor	9
Assistant Research Officer	2
Education Officer	2
Research Scholars	2
Assistant Educational Advisor/ Project Advisor	1

Source: Ministry of Education

Procedures

The various steps involved in Curriculum Development are listed below:

1. The Curriculum Wing requests the Provincial Centers to prepare a draft curriculum for each subject taught in various classes up to class 12.
2. Provincial Centers call in committtes of experts, teachers, and subject specialists on each subject.
3. These Provincial Curriculum Committees prepare curriculum plans.
4. The draft plan is sent to the Curriculum Wing.

ANNEX D-V.3.

THE CURRICULUM WING--FUNCTIONS, ADMINISTRATION ORGANIZATION AND COMPOSITION OF COMMITTEES

With the enforcement of the Federal Supervision of Curriculum, Textbooks, and Maintenance of Standards of Education Act, 1976, the Curriculum Wing has been charged with the following major functions:

1. To assist and advise the Government in the formulation and implementation of National policies and programs of curriculum development, textbook production, teacher education and evaluation.

2. To provide leadership in curriculum development, textbook production, teacher education; and, to coordinate the activities of Provincial Curriculum Bureaus/Centers.

3. To conduct research on different aspects of curriculum for classes 1-12, and to publish curriculum bulletins and handbooks.

4. To collect information and data of other countries on curriculum development and textbook production for research and dissemination among the Provincial agencies.

5. To provide guidance and resource materials to textbook boards and authors writing the textbooks, and to provide training for teachers.

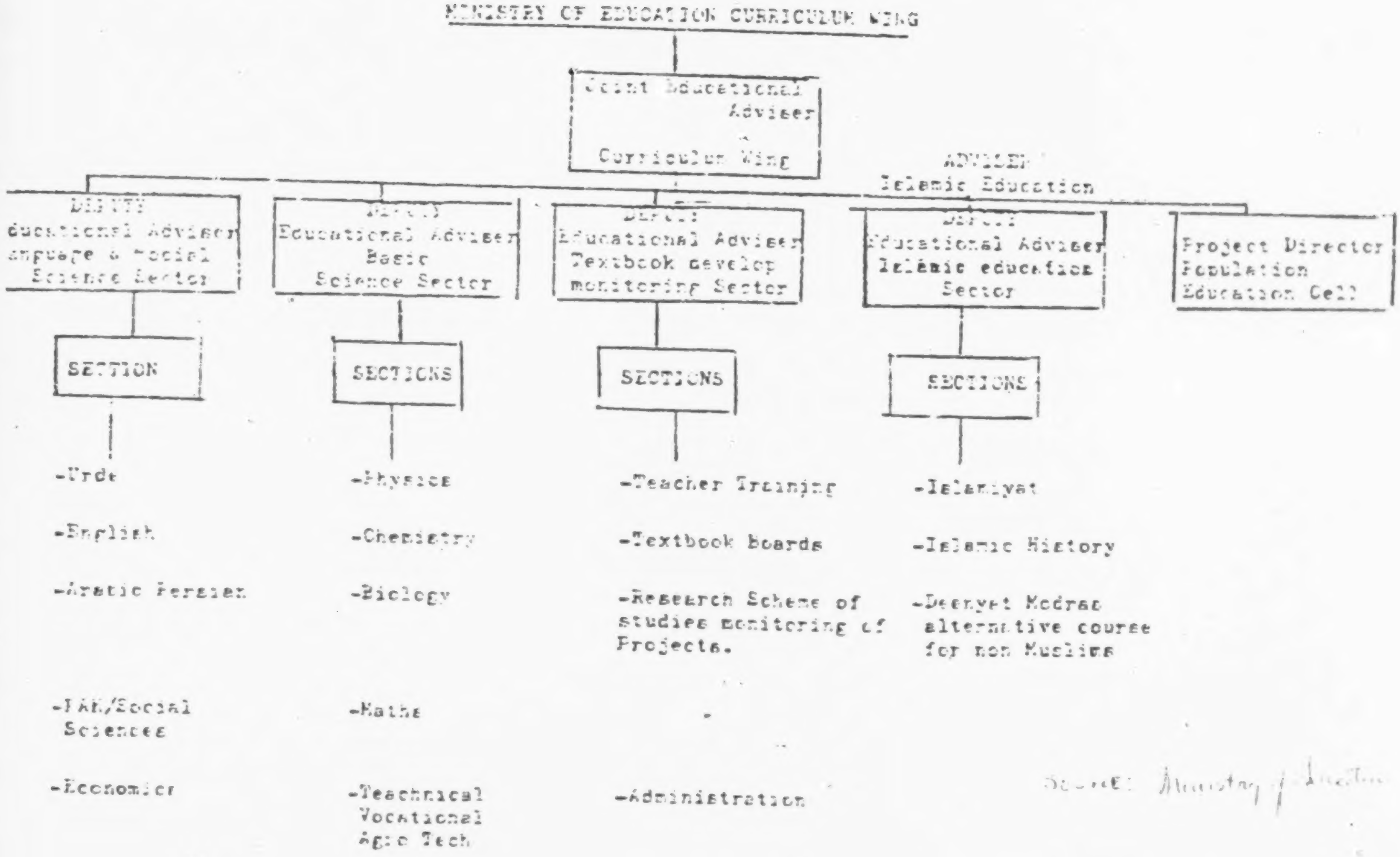
6. To maintain liaison with educational institutions and authorities in pakistan, and with international agencies such as UNESCO, IBE, UNICEF, ILO, and with curriculum Development Organizations in other countries.

7. To develop instructional materials, modules, and audio-visual aids based on curriculum needs for classroom use.

The Administration and Organization of the Curriculum Wing

The Curriculum Wing is a critical part of the Ministry of Education. The person in charge of the Wing is a Joint Educational Advisor of the Ministry. Similar arrangements exist within the Provincial Departments of Education with the Provincial Curriculum Centers and the Extension Bureaus.

ORGANISATIONAL
CHART


MINISTRY OF EDUCATION CURRICULUM WING
Joint Educational Adviser
Curriculum Wing
ADVISER
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Basic
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Sector
Project Director
Population
Education Cell
SECTION
SECTIONS
SECTIONS
SECTIONS
-Urdu
-English
-Arabic Persian
-PAK/Social Sciences
-Economics
-Physics
-Chemistry
-Biology
-Maths
-Teachnical Vocational Agro Tech
-Teacher Training
-Textbook Boards
-Research Scheme of studies monitoring of Projects.
-Administration
-Islamiyat
-Islamic History
-Deenyet Medrasa alternative course for non Muslims

Source: Ministry of Education

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Composition of Curriculum Committees

The committees are constituted by obtaining nominations of suitable persons from the Boards of Intermediate and Secondary Education, the Provincial Education Departments, the Textbook Boards and other research organizations such as the Institutes of Education and Research at Lahore, Hyderabad, Peshawar, Dera Ismail Khan, the College of Education at Karachi and the Department of Education of Baluchistan University, Quetta. These arrangements ensure the involvement of experts in the process of Curriculum Development. The composition of the committees at provincial and federal level is given below:

Provincial

1. Representatives of the Provincial Curriculum Centres
2. Supervisors
3. Teachers
4. Educational Administrators
5. Subject Specialists from the schools, colleges, universities and other research organizations.
6. Representatives of the Textbook Boards.
7. Representatives of the Boards of Intermediate and Secondary Education.
8. Teacher Trainers.

Federal

In addition to the above-mentioned members, the following are given representation:

1. Representative of the Curriculum Wing, Ministry of Education.
2. Foreign Experts including the Experts/Consultants/ Advisers from UNESCO.
3. Community leaders and parents.

ANNEX D-V.4

PEP, MOSQUE, MOHALLAH, AND DROP-IN SCHOOLS

PRIMARY EDUCATION PROJECT (PEP)

The Primary Education Project has been one of the most dramatic attempts to assist the expansion of primary education with a major focus on quality. It is sponsored by the World Bank. The project, covering a 5-year period, included all of the four provinces in the provision of physical facilities, teachers, textbooks and instructional materials,equipment and learning coordinators for more professional supervision of the learning process. The project covered 4,100 primary schools located largely in rural areas, 10,000 school teachers and nearly 600,000 school children.The project started in 1979 and ended on September 30, 1985. Preliminary studies by the MOE and World Bank personnel and prior to this by USAID identified essential inputs for qualitative improvement of primary school education.

It was felt that the low performance level of the primary education system might be attributed to the lack of certain elements that, if provided, would result in more effective results. These inputs were as follows:

A. Physical Facilities:

-- construction of classrooms;
-- construction of boundary walls for female schools;
-- construction of residences for female teachers, and
-- classroom furniture.

B. Instructional Materials:

-- supply of textbooks, teacher's guide manuals and library books;
-- supply of classroom equipment like teaching kit or agricultural kit; and
-- supply of sports material for children.

C. Strengthened Supervision:

-- provision of supervisors and a new tier of learning coordinators; and
-- provision of mobility for supervisors and learning coordinators.

D. Added Support to Teachers:

-- appointment of assistant Teachers;
-- establishment of Centre Schools;
-- provision of District Resource Centers; and
-- provisions for recurrent type inservice teachers training.

Achievements of the PEP Project

Description of Operation	Target	Achievement
Establishment of Federal Implementation Unit and Provincial Implementation Unit	5	5
Construction of Classrooms	1,014	997
Construction of Boundary Walls	182	179
Construction of Teacher Residences	334	334
Establishing Centre Schools	300	300
Establishing District Resource Centres	8	8
Provision of Furniture to Schools	4,100	4,100
Supplying Classroom Equipment to Schools	4,100	4,100
Supply Transport Vans	25	25
Motorcycles	168	168
Bicycles	300	300
Appointing Field Personnel		
Supervisors	51	51
Learning Coordinators	466	466
Assistant Teachers	340	340
Drivers	21	21
Supply of Learning Materials to Schools	4,100	4,100

The follow-on project,Primary Education Development Expansion Project (PEDEP), with some slight changes, continues to refine project schools and continues to conduct research on their operations.

In assessing the viability of the Primary Education Project (PEP) as a major contributor to the future development of primary education, it is necessary to take into account the various stages of the project. PEP was an experimental project which identified the inputs which would be incorporated in subsequent projects. These innovative components became operational in the first project and now in the follow-on project which will continue to influence the improvement of primary education.

In retrospect, there were some shortcomings which, hopefully, will be overcome in the follow-on PEDEP project. More coherent training will be needed and better ways devised for the monitoring of this important ingredient if the project is to improve the quality of education. Better resource materials are needed to promote greater interaction between the teachers and learning coordinators. The role of the learning coordinators must be clearly defined to avoid confusion as to what they should do, and to assist the development of the learning coordinator's identity among mainstream supervisory personnel.

Management and planning of the PEP projects were always properly linked with District and local level officials and communities. However, the flow of communication between the project and mainstream administration/supervision was often very weak causing a lack of cooperation and knowledge of the purposes and potential of the project. Federal and provincial policies have generally supported PEP but to some degree less effectively than was expected.

The Government recognizes the need to distribute primary education nationwide to include all groups, regions and remote areas of the nation. New roads, electrification, and mass media are bringing about change in rural areas. Agriculture has improved and is witnessing record crop sales. Consequently, there is a push for educational development in rural areas by the government. The PEP project has been timely and well received at both the Federal and Provincial levels.

The project goal of expansion with quality was and continues to be appealing and in tune with government aims. However, more effective support could have been reflected in the government's building up of well-trained human resources to maintain a high level of operation. Likewise, it could have reduced bureaucratic practices which stifle implementation at times such as frequent personnel changes made in key project management and training posts. A more liberal view could have been taken toward inviting Pakistan's most capable persons to participate in the work as well as expatriates, both of which are still urgently needed to gain optimum benefit from the project. In brief, a need existed, and continues, for better cooperative working relationships among the

Implementation Units at the federal and provincial levels and between provincial implementation units and the mainstream. The federal government must seek ways of distributing funds and other resources in a manner that poses little or no threat to the autonomy of the Provinces.

The priority given to the project at both the federal and provincial levels has been and continues to be significant yet it has not been without certain limitations. Curriculum changes or departures from established regulatory procedures must be approved at both levels. Special instructional materials such as learning modules or other teaching materials must also follow sometimes long and arduous approval procedures. This has not been a serious problem but some streamlining of such procedures would speed up the use of learning materials or the incorporation of an innovation in the classroom in a shorter time frame.

Some cost effective studies have been conducted and findings have emerged, but further longitudinal studies are needed. Results of these preliminary studies have indicated that if the retention rate improves in grades IV and V or enrollment increases, as seems to be the trend, it will definitely reduce unit costs. The reduction of teacher absenteeism has increased the instructional time of students producing significant achievement gains.

PEP and PEDEP have, and will continue to have a readiness program for Katchi students in their schools without the assistance of additional staff. This is not only tapping potential talent which might otherwise be wasted, if only observing is allowed, but it provides flexibility for girls to be relieved of the chore of baby tending and to attend school.

As enrollment increases in PEP schools from 40 to 50 per class, which is rapidly occurring, unit costs should be studied. There is no present expertise in the country to conduct cost effective studies. There is a need to seek the services of an external consultant to conduct such a longitudinal study.

The potential of the provinces to meet future recurrent costs is greater since the passage of the 5% surcharge on imports. It is expected to provide more funds for provinces to meet their educational commitments. The prospects for PEDEP to be cost effective is realistic as it enhances the growth of participation rates in the 19 districts of the project. While providing more widespread primary schooling, it proposes to reduce wastage through more effective teaching, provision of learning modules, teaching aids and the introduction of modern teaching strategies. Preliminary evidence from studies conducted as a special feature of the PEP project has given cause for hope, promise and optimism under PEDEP.

A project of this magnitude requires a high level of management and administrative expertise. It demands cooperation between federal and provincial implementation units. The Secretary of

Education, District Education Officers, and Headmasters, need to know what is going on and assist PEDEP to be a planned part of the mainstream as soon as possible. The organization and management are sufficient, but the mechanism must be made to work by all of those who are in a position to direct project implementation activities.

Although five years and more of experience have provided capacity for greater leadership and administration, some management problems have arisen in the early stages of the project. At the federal level, there were frequent communication problems with provincial implementation units. In the province of Punjab, for instance, the provincial implementation unit insisted and was given the opportunity to prepare its own evaluation report. This province did not participate in the follow-on education project because it had not prepared the completion report at the time of negotiations for the extension of the project. However, it hopes to be included in a separate follow-on project.

In the other provinces, the problems mainly centered around the retention of personnel, transportation and per diem allowances for learning coordinators. In the province of Punjab, there has been no permanent project director during the project period. The present director is the 7th person to be named to the post. Similarly, out of 8 key personnel who were given out-of-country training, only one was still employed in the project.

The female learning coordinator's work is not attractive, because she has not been provided with any transportation nor travel allowance, while the male coordinator has a motorcycle and a maintenance allowance. The female schools being less in number, are scattered and extend over a larger area. Despite this situation, both male and female coordinators are expected to visit six or more schools each. The faulty service structure for female teachers contributed to these problems. Management is trying to rectify the situation. Due to these conditions, there have been a sizeable number of learning coordinator posts vacant and more coordinators on post undecided whether to continue or rejoin the teaching profession for identical salaries and less complications. The residences for female teachers were constructed on land given by private donors. Whereas this may have been a noble gesture, the location of many of the residences was distant from the schools. It was impossible for female teachers to take up residency. Therefore, the residences constructed were not occupied and this aspect of the project was not as successful as envisaged.

Other problems in the provinces deal with the transfer of teachers from project to non-project schools. There is a mild conflict at times between the Assistant Education Officer and the Project Supervising Officer. The former having higher administrative powers exercises more control over the teaching staff. Due to the overcrowded schedule of the District Education Officers , the project schools are given a low priority and it is though they were not his concern.

PEP school students have made advances in mathematics and science. Enrollment has increased while drop-outs have been reduced. Project schools have not been a cure, but another approach to the solution of the problem. Inputs to bring a dimension of quality to the instructional process have had significant success.

The viability of the use of learning coordinators as a supervisory practice becomes more clear as the project continues. The mainstream supervisory staff of Assistant District Education Officers is bogged down with administrative paperwork. They are also charged with an unrealistic number of schools to supervise and, in most cases, have no transportation to go about fulfilling their supervisory obligations. The learning coordinators are therefore a partial solution to the problem and if utilized properly could, with the cooperation of the mainstream, provide more support services to the teacher.

The learning coordinator's presence in schools has reduced teacher absenteeism significantly. In addition, the learning coordinator has filled in as a substitute teacher when needed, or in cases where closure of the school was an issue because of difficulty in getting the services of a teacher. The learning coordinator has given demonstration lessons to lead teachers toward the use of more effective methodologies. The learning coordinator has often been a strong link between the school and the District Education Office and has been a key person in collecting data, reporting school problems and assisting in solving some of the personal problems of teachers.

The learning coordinators have been able to encourage teachers to come to school regularly, to prepare daily lesson plans and to interact with the students. However, the learning coordinators have not reached the point where they can effectively analyze the instructional process and direct teachers in improving their delivery of instruction. The learning coordinator is not proficient in the use of observational skills nor has the project provided checklists or teacher observation instruments to guide them in their work. Teachers are often not aware of good teaching performance. The project is aware of these shortcomings and some observation instruments are being prepared for use in the follow-on project. Good models must be found and brought to teachers via video-cassettes. In brief, learning coordinators must be trained to providing support services to teachers, to observe and analyze teaching performance, to suggest appropriate adjustments and to evaluate teacher performance. One of the intended functions of learning coordinators was to establish links with the parents of project school children with the aim of motivating them to attend and do well in school. The learning coordinators have not functioned well in this role and the follow-on project will emphasize greater fulfillment of this important aspect of the project.

In the case of girls' schools, it is extremely difficult to find women for appointment as learning coordinators. They just are not available. If one looks to good teachers in girls' schools as a source for recruitment, the risk of depleting already scarce talent is great and potentially threatening to increased female enrollment and retention. Transportation is an enormous problem for female coordinators. In addition, they are not provided a travel allowance but are expected to visit and supervise teachers in 6 or more schools, depending on the situation in the various provinces. In some cases, a vehicle and driver have been provided only to have higher level officers, aggrieved of lower ranked officers getting vehicles, take them for their own use.

There are many factors which influence different levels of success among learning coordinators. In NWFP, the training period was more rigid and lasted for a longer period of time. The Project Implementation Unit was also more supportive and maintained close relationships with the Provincial supervisory mainstream. The teacher recruitment pool was richer, the school system had been more coherently brought together and the teachers utilized more viable methods of teaching.

In the Province of Sind, the ratio of 10 schools per learning coordinator was a contributing factor to the success of the programs. In Baluchistan, the female coordinator's effectiveness was greatly reduced due to the lack of provisions for transportation and travel allowances. In the Province of Punjab, there was a generous ratio of one learning coordinator per six schools, but a distant relationship between the project and supervisory mainstream lessened the coordinator's effectiveness . Higher ranked officials usurped female coordinators' vehicles, and the mainstream supervisory staff had little or no concept of the learning coordinator's role.

Learning coordinators can be integrated into the structure and function of supervision in the provinces. It will require collaboration on the part of the departmental supervisory staff and PIUs. Perhaps a good beginning would be the presentation to all parties concerned of a clearly defined role of the learning coordinator. This could be in the form of a job description delineating functions and responsibilities. Collaborative selection of candidates by the project unit and departmental supervisory staff might bring about a better appreciation of the learning coordinator's qualifications. A third step might be to bring the learning coordinators into the mainstream under the tutelage of female or male supervisors at the District Education Officer level. Then as soon as possible, provide these supervisors with an orientation to PEDEP's goals, objectives and operational schemes. At the same time, assign the learning coordinators to them. Cooperatively planned supervisory services would come from this without interference from the project unit.

This latter scheme is already partially in place in Baluchistan, but the supervisors still lack adequate knowledge about PEDEP. There are presently three different patterns of organization which should be thoroughly studied.

The perception of the learning coordinators role held by DEO's and SDEO's differs within and among the different provinces. An apparent lack of communication and cooperation exists. One of the comments made, "the learning coordinators are at the same preparation and pay scale level as teachers and are not qualified to supervise them," and similar remarks would even suggest that there is a lack of respect for the learning coordinators by the mainstream supervisors. In some cases, the discussion relative to the worth of the learning coordinators was indicative of the departmental supervisors' reaction to this innovation as a threat to their domain. There is a general feeling among SDOEs that the learning coordinators focus mainly on teacher attendance and act as a substitute teacher which is about what they are qualified to do and that they do not and are not capable of assisting the teacher to improve the learning process.

In order to strengthen the position and increase the efficiency of learning coordinators, more than a one-shot training scheme is needed. More in-depth training courses must be given on an annual basis. Master Trainers must be selected on the basis of being a good teaching model and well grounded in a recognized field of study. The course content must include general as well as professional education with emphasis on effective techniques of supervision. It is in these training sessions that learning coordinators must master the use of the learning modules which will become an essential component of the teaching process in the follow-on project.

The use of selected middle school principals to supervise learning coordinators was tried in the Province of Punjab with less than desired results. The role of the middle school was not clearly defined therefore there was confusion as to what they should do. The potential of the middle school teachers and resources available were never fully realized by the learning coordinators. Once learning modules have been produced with good content and accompanying methodology, middle school teachers might be good models for conducting demonstration lessons on the effective use of modules. The experiment did not produce any evidence that would warrant any serious follow-up to this scheme.

Two suggestions were offered by professional educators visited on field trips. First, to terminate those learning coordinators who had reservations about certain aspects of the job and secondly, to change the attitude of mainstream supervisors toward learning coordinators and to convince them to get teachers to appreciate the worth and potential of learning coordinators.

The master trainers have been effective in the training of learning coordinators when carefully selected. The project expects to select at least four qualified master trainers from the professorial ranks of some of the primary teacher training colleges. The follow-on project will build an extra classroom or select some middle schools to form decentralized resource centers at the tehsil level. These centers will provide a place for learning coordinators to meet, share their problems, engage in discussions or to just catch up on some professional reading.

An attempt in the provinces of NWFP and Baluchistan to invite local government officials to assist in the selection of school sites, opening up of new schools and the promotion of primary education for females was most successful. The departmental supervisory force feels that this collaborative effort has improved community participation and that the results warrant further encouragement of such collaborative planning. However, the DEO's are most protective of their own domain and have not extended the opportunity for the supervision of teachers by such local officials.

The opening of Mosque schools has widened the opportunity for male students, since they are the principal consumers of such an opportunity in rural areas. Although parents are more open to sending their daughters to mosque schools and have great respect for the Imam, increases in female enrollment in Mosque schools has not been significant. The new project learning modules and the flexible curriculum provided for the first three grades of Mosque school education should enhance the instructional programs of these schools, and as plans materialize to establish follow-up Mosque schools with the fourth and fifth grades, the scheme might be more promising in filling the gap.

The reasons for poor attendance in schools always suggests the need to consider adjustments in the daily schedule or yearly calendar. A study should be made in all of the regions of Pakistan to ascertain what the needs relative to daily schedule adjustment and yearly calendar changes really are and an experiment conducted to determine benefits derived. This might be a research project which could be carried on by the follow-on (PEDEP) project.

The use of assistant teachers was one of the more successful features of the PEP project. In fact, the selection and training of these teachers was so well done that many of them eventually secured more attractive posts in other schools. The project expects to continue the utilization of assistant teachers.

The placement of young quality teachers in primary school education classrooms demands the upgrading of the teacher training colleges in Pakistan. At the present time, the teacher training colleges are isolated from the academic community. The Colleges of Education in the universities need to broaden their mission to include the upgrading of the teacher training colleges by providing training programs for the faculties of these colleges and continuous staff development through inservice courses. Attention then must be focused on the primary teachers college's pre-service curriculum

The master teachers for training PEP staff have been selected from the teacher training institutions and they have been very useful in providing the training courses for the learning coordinators. If these teacher training institutions would lift themselves up to a higher academic level, they could be even more useful to the project. Collaborative planning and involvement on the use of learning modules could serve to improve the professional education portion of pre-service education for future teachers in these institutions while, at the same time, provide inservice support for the project in terms of model teachers, workshops and other supporting activities.

If the teacher training colleges were improved, the PEDEP project would benefit enormously by being on the receiving end of better prepared teachers and have resource centers available in which to test, revise and produce learning modules and other instructional materials envisioned for project schools. Twelve learning modules have already been prepared and are being tested. Seventy-two of these modules will be produced for the primary grades during the period of the follow-on project. The impact of this great work will be felt only when the teachers know how to maximize to the fullest extent these rich teaching resources. The teacher training colleges could assist in helping both groups master the use of these modules.

Innovations to increase female enrollment is something that will happen as steps are taken to sell the product of primary education to the parents and community. A thorough study should be made of villages where schools do not exist. Efforts should be made to assess the possibilities of securing the services of a female teacher from the nearest quasi-urban center. The availability and cost of daily transportation to and from home and school should be determined. If the teacher can be employed then a female or co-ed school could be built by PEDEP. Other innovative ideas of building hostels in rural areas and providing group transportation runs to cluster schools have also been suggested and warrant consideration.

MOSQUE SCHOOLS

The contribution of Mosque schools to the development of primary education, in view of discussions held with professional educators visited, varied widely from the notion that "they will revolutionize the primary education system" to a less positive note expressing that "Mosque schools have no place in a modern system of education." Despite mixed feelings that seem to prevail among leading educators, parents in the community and some Imams as well, the Mosque education thrust came in with a tremendous burst, then proceeded at a much slower pace, but has continued to find a place in the mainstream of primary school education. The Mosque schools have been particularly popular in villages where no public schools exist. Parents are inclined to send their daughters to a Mosque school because of the proximity to their homes and for the confidence that they have in the religious teacher.

The Mosque schools have had different shades of success in the various provinces. It can be generally observed that they have worked when they have been made to work. In the case of the Province of Baluchistan, periodic training of teachers, supervisors and even Imams contributed to more effective start-ups and more effective instructional programs. A special orientation was given to the teachers to assist them with the adjustment of teaching in a religious-oriented environment.

The community has also cooperated with Mosque schools by assisting teachers to find residences in the community. Local influential leaders and the supervisors together assisted the promotion of Mosque schools through scheduled meetings with parents of school age children. In addition, school supplies and classroom equipment were provided. At least half of the teachers employed were trained teachers with some experience in the classroom.

In the Province of Sind, a chief coordinator with the assistance of 15 District Coordinators and 150 resource persons were appointed to assist the implementation of the Mosque program. Some shifting of students in regular schools to Mosque schools was done to ease overcrowding. Donations of funds, labor and land were given by members of the community to extend the classroom capacity of the mosque. Mosque schools were provided in settlements where a regular primary school was too far for children to walk. Teachers employed in the Mosque schools were locals belonging to villages not far from the Mosque. Most of the teachers were unemployed and were grateful for the opportunity to reenter the teaching profession. Some of the Imams employed were capable of teaching other subjects in addition to religious studies and therefore enabled the school to function without a waiting period for finding a qualified teacher. Supervisory personnel not only went from home to home knocking on doors to convince parents to send their children to school but also provided feed-back information to the planning office for directional changes and future planning of Mosque school education. Mosque schools have been supervised by a variety of personnel, district coordinators, resource persons, and Education Department officials.

In the Province of Punjab, in the districts of Bahawalpur, Bahawalnagar and Rahimyar Khan, Maktab schools (religious oriented schools for primary school children) were established as centers of learning to combat rampant illiteracy. These were opened in villages where no school existed. Separate mohallah girls' schools have been (established in homes for females) when some lady in the community volunteers her services. Committees were formed to monitor these schools as well as to contribute to their welfare. Some of the schools have been incorporated under the Mosque school scheme with an Imam and trained teacher. Parent contributions were accepted by the mosque and used to support school. Of interest to parents was the willingness of some Imams to teach the children writing in Arabic and some basic calculations.

One of the interesting results of the Mosque school scheme has been the notion of extending its services to out-of-school youth of the age group, 10-15. This would be aimed at those adolescents who work in the fields during the daytime. The plans are to provide a two year elementary course between the hours of 4 to 5 p.m. There are further plans for utilizing the same mosque schools for adult literacy training from 7 to 9 PM. The long-term impact Mosque schools may have on curriculum, pupil achievement, and pupil values, will need continuous longitudinal research, but some indications potential are beginning to unfurl.

The needed adjustment in the primary school organizational pattern has been significant for a number of reasons. It focused attention on an age group of children that have similar needs, it set the tone for simplifying the curriculum, making it more relevant to the needs of this age group, it slowed down the pace of learning expectancies, providing the needed time for children to grow and develop and at the same time gain experiences and skills for higher level learning at later stages of schooling. This departure from the regularly prescribed curriculum has hastened curriculum revision to provide for a smooth transition from Mosque schools to grades IV and V of adjoining schools. This curriculum review was long overdue and the Mosque school movement has preempted such action which should have significant results over the long term in reducing the wastage of the entire system.

Some professional educators have expressed concern that the restrictive constraints of the Mosque might affect the use of modern teaching strategies because of the need to respect the sanctity of the Mosque. Some of the studies completed on mosque schools have reported that some concern for the noise level, improper use of toilets by children and markings on the walls have disturbed some Imams. Some of the field supervisors felt that whereas some of what has been reported is true, all problems in Mosque schools could be resolved by providing pedagogical training and raising the salary of the Imam. The full influence potential of Mosque schools on the school curriculum will be more fully known when the entire cadre of Imams are trained in the field of pedagogy and when they find strategies to provide reading and language arts readiness as an integral part of the teaching of the Qur'an.

Pupil achievement has already begun to improve in some Mosque schools. This improvement is due to several factors. The location of the school has favored attendance which has been maintained at a relatively high rate of 75%. The shorter day school schedule in some areas has provided children with the opportunity of completing their tasks at home as well as benefiting from the opportunity of schooling. The daily presence of a teacher has provided continuous instructional time essential to pupil achievement. The pace of the curriculum is more in tune with the capacities of the children, hence reduced drop-outs and repeaters and greater holding power of the school. Books, supplies and equipment have been provided and these play a vital role in the improvement of instruction. This has been one of the strengths of the Mosque schools. It appears that the mosque school/community linkages have been more firmly established than those of non-Mosque schools with several studies reporting that parents have observed classrooms where their children were studying. Cooperation and appreciation for education by both parent and student have also played a vital role in better student achievement.

Perhaps the strongest component of mosque school education is the facility and freedom to impart moral and spiritual values to these formative young children by the Imam,--a person of wisdom, religious content expertise and practical experience as the teacher. The three basic years of religious instruction at this time of one's early life should make an impact on the values that these children will hold for the rest of their lives. This portion of the curriculum meets the approval and strengthens the attitudes of parents toward the school program.

The Mosque schools, with the exception of the province of Punjab which are mostly for boys only, have provided school opportunity for females, especially in villages where no female schools exist. It has given a new impetus and direction for the expansion of female education in rural areas. Parents interviewed indicated that they felt more secure having their daughters in mosque schools.

Periodic evaluations are expected to be made to monitor continuous improvement and to fully incorporate Mosque schools as an integral part of primary education. The efforts of the government are clearly defined through the policy statement enunciated in the National Education Policy of 1978-79:

> "It has been decided to revitalize this institution which has immense potential of educating the masses. The Mosque will be used as a place of learning for children, for out of school youth and for adults. In addition to Islamiyat, the children will study the modern curricula for primary school. The school time table will be of shorter duration. Since there will be no summer vacations, the course content to be covered would remain the same. In order to teach modern subjects, a primary school teacher will be appointed who in cooperation with the Imam will teach children and adults at hours convenient to the community.
>
> Free books and teaching aids would be supplied to children going to Mosque schools. This will ensure rational utilization of the Mosque and re-establish its traditional role of spreading the light of knowledge in the community. About 5000 Mosque schools will be initially established."

Whether the Mosque schools have the capacity to fully support the achievement of established qualitative goals will depend upon the professional development of the Imams and the teachers over time. Pedagogical training of the Imams will certainly provide them greater insight into the work of the teacher. This training may rub off on the Imam's own teaching, resulting in closer integration between religious studies and the rest of the curriculum. The supervisors of Mosque schools must comply with established policy relative to the maintenance of quality by providing two teachers for Mosque schools when enrollment dictates. Concern should always be felt relative to the provision of playgrounds and the extension of the curriculum to outdoor settings. Bulletin boards and other facilities where children's work may be posted as well as posters, murals and current event articles should be provided so that the Mosque school teacher can create a healthy school and educational environment without fear of reprimand from the Imam.

Management problems of Mosque schools begin with the provision of training for teachers especially in cases where they have been employed in local areas without a great deal of teaching experience. Continuous efforts are needed to assist communities realize that the success of Mosque schools is dependent upon their cooperation. The initiation of a Mosque School Information System at the provincial administrative level is needed to monitor progress and development.

The impact of Mosque school education will depend upon the strength of its teachers and Imams. Inservice courses, seminars, workshops, packaged materials, independent study, circulars, bulletins and magazines would assist in the task of raising the level of the teaching competency needed in these early grades. Since the cost for start up and continuous operation of Mosque schools is minimal, resources for training should be made available.

MOHALLAH SCHOOLS

The Mohallah school movement is gaining some ground in the urban areas of Pakistan not only because it presents a comfortable setting for the delivery of primary education but because overcrowded conditions in cities are placing constraints on the acquisition of school sites and school construction.

Traditionally, well known, cultured ladies, called "Usanti-Ji" or "Bibi-Ji" would open their homes for young children to offer them religious instruction. These religious literacy "homes" may emerge as a counterpart of the mosque schools. If support is forthcoming from the government to pay these lady teachers, and curriculum and teacher methodologies can be devised to link the learning of the Qur'an to the reading and writing of Urdu, this could be an additional learning resource that could make a great contribution to the achievement of providing greater access to primary school education for females.

Since this has been more of an urban than rural phenomenon, efforts should be made to experiment with similar schools in rural areas, especially in the interest of more female education.

"DROP-IN SCHOOLS"

The "Drop-In School" project is aimed at giving school age drop-outs ages (10-14) a second opportunity to enter the formal educational system and to straight forwardly complete up to Grade V in a compressed program of 2 or 3 years. Students enrolled in these schools would be eligible to join the 6th grade upon completion of study. The project has selected nine districts of Pakistan, Azad Jammu and Kashmir, for the experiment and hopes for an approximate coverage of 1,120,500 students by the end of the first two-year cycle. It is envisaged that class size will be close to 40 to 50 pupils and will be taught by a regular qualified teacher. This assignment would be in the afternoon and as part of an overload for the regular teacher who would be available after teaching a regular class of his/her own. Estimated remuneration for the teacher would be between 250-300 rupees in addition to the regular salary of about 700 rupees. The proposed curriculum would be the conventional one used in regular government schools including texts, instructional materials and other learning aids provided.

The successful completion of this program would mean a chance for further education beginning at the Sixth grade level. Admission to the next level would depend upon the student's ability to compete with other students in the entrance exams. With the shortage of middle schools and the limitations on school places, gaining admission to the sixth grade may be difficult However, one of the positive rewards for the drop-in school effort would be the acquisition of functional literacy, a most significant contribution of the program in fighting this enormous national problem.

This second opportunity to pursue formal education will be carried forth on a two year experimental basis. If it proves successful, plans will be formulated for replication in other districts.

Since the program is still in the planning and conceptual stage, no research design has been devised to test or experiment with multi-approaches. Present plans are to merely provide the same treatment a regular student would normally receive in these grades but in a compressed format which has also not been thought out. The term "Drop-In" schools seemed to be appropriate to attract young students to pursue the opportunity.

A golden opportunity will be lost if a careful research design is not formulated utilizing control and experimental groups to observe, gather data and to document the "catch up" learning process in action. This would make a sound feasibility base for replicability in other districts in Pakistan and for use by other developing countries with similar problems.

It would seem that creative and innovative ways to motivate these now more mature students should be utilized to create commitment and a high level of achievement to make the experience worthwhile. Support services and enrichment activities for these students could be provided with some creative planning. Field trips and excursions could be an inviting component of this academic experience. Excitement and interest must be exhibited by the teaching and project staff in order to attract students in the first place and to achieve high retention rates once they are enrolled in the program.

ANNEX D-V.5

SCOPE AND SEQUENCE OF SELECTED SUBJECTS OF THE PRIMARY AND MIDDLE SCHOOL CURRICULA CLASSES I-V AND VI-VIII

MATHEMATICS CURRICULUM GUIDE -- GRADE 1-5

Grade 1

Pre-Number Concepts

1. More than; fewer than.
2. Concepts of bigger and smaller, heavier and lighter, larger and shorter.

Real Numbers

1. Numbers from 1 to 9.
2. Writing numerals from 1 to 9.
3. Concept of zero.
4. Inequalities involving numbers from 1 to 9, without symbols.
5. Introduction of the decimal number ratio system.
6. Numbers from 10 to 100.
7. Writing numerals 10 to 100.
8. Writing random numerals from 1 to 100.
9. Concepts of half and quarter.

Algebraic Operations

1. Addition of two numbers, sum being not more than 9.
2. Addition of two numbers, sum being up to 18.
3. Addition of two numbers, without carrying sum, being up to 50.

Money

1. Recognition of Pakistani coins.

Calendar

1. Names of days of the week (oral).

Grade 2

Real Numbers

1. Extending decimal numeration system up to 1,000.
2. Counting by two's.
3. Concepts of one-third, two-thirds and three-fourths.
4. Informal concept of commutative property of addition.

Algebraic Operations

1. Addition of two numbers, sum being up to 99 (without carrying).
2. Addition of two numbers, sub being up to 999.
3. Addition of three numbers, sum being up to 999.
4. Subtraction of numbers with borrowing up to 99, without borrowing up to 999.
5. Introduction of concepts of multiplication and division.
6. Tables of 2, 5, 10.

Geometry

1. Grouping three dimensional familiar types of objects.
2. Grouping similar objects (identifying a circle, a triangle, a rectangle and square).
3. Open and closed figures, their inside and outside.

Money

1. Recognition of Pakistani paper money.

Calendar

1. Names of Islamic and solar (Christian) months (oral).

Grade 3

1. Concept of number ray.
2. Extending decimal numeration system up to 1,000,000 (lakh).
3. Concepts of fractions.
4. Concept of a proper fraction.
5. Informal concept of associative property of addition.
6. Informal concept of commutative property of multiplication.

Algebraic Operations

1. Addition of numbers represented by two, three or four digits.
2. Subtraction of numbers represented by three or four digits.
3. Multiplication tables up to 10 x 10.
4. Multiplication of a number represented by three digits by numbers up to 99.
5. Division of numbers represented by 2 to 3 digits by numbers up to 9.
6. Addition of proper fractions with the same denominator (sub being a proper fraction, denominator up to 9).
7. Subtraction of proper fractions with the same denominator (denominator up to 9).

Measurement

1. Introduction of Standard International Units.
2. Addition and subtraction of compound quantities.
3. Problems involving addition and subtraction of Rupees and Paisa, grams, kilograms, metres and centimetres.

Geometry

1. Drawing a line segment, a circle, a triangle, a rectangle and a square.

Calendar

1. Telling time (hours, half hours, quarter hours and minutes).

Grade 4

Real Numbers

1. Extending the decimal numeration system up to a million and crore.
2. Introduction of numeraic.
3. Even and odd numbers.
4. Informal concept of associative property of multiplication.
5. Informal concept of distributive property.
6. Introduction of improper and compound fractions.
7. Equivalent fractions.
8. Comparison of fractions.
9. Informal concept of commutative property of addition and multiplication (involving fractions and integers).

Algebraic Operations

1. Introduction of decimal fractions.
2. Multiplication of numbers represented by three digits.
3. Division of numbers represented by 3 or 4 digits by numbers up to 99 (with or without remainder).
4. Problems involving four fundamental operations of using brackets.
5. Addition and subtraction of two fractions proper and improper with the same denominator, compound with the same denominator, simple proper fractions with different denominators.
6. Implication of two fractions.
7. Addition and subtraction of decimal fractions up to two places of the decimal.

Measurement

1. Addition and subtraction of compound quantities including problem involving:

   a. litres, millilitres, grams, kilograms, kilometres, metres, centimetres and millimetres;
   b. weeks, days, hours and minutes.

Geometry

1. Measuring a line segment in centimetres and millimetres.
2. Concepts of angle, boundary, and region.
3. Finding perimeter of rectangular and square shapes; Graphs; Reading a picture graph.

Grade 5

Real Numbers

1. Introduction of decimal fractions up to three places.
2. Roman numerals up to 20 and for 50, 100 and 1,000.
3. Divisibility, factors, multiples, concept of prime and composite numbers. Highest common factors and least common multiple of natural numbers.
4. Informal concept of associative property of addition and multiplication (involving fractions and integers).

Algebraic Operations

1. Reducing a fraction to the simplest form.
2. Addition and subtraction of decimal fractions up to three places.
3. Multiplication of a decimal fraction by a whole number.
4. Multiplication of a decimal number by a decimal fraction.
5. Division of a decimal fraction by a whole number.
6. Division of a decimal number by a decimal fraction.
7. Conversion of a decimal fraction into a common fraction; Conversion of a common fraction (with denominators that are multiples of 2, 5) into decimal fractions.
8. Use of brackets in common and decimal fractions.
9. Problems involving addition, subtraction, multiplication and division of common and decimal fractions: Unitary Method, simple cases of unitary method, and Average, simple cases of average.

Geometry

1. Concepts of angle, right angle, right triangle and quadrilateral.
2. Determining area of a right triangle.
3. Determining areas
4. Concepts of cube, cuboid, volume and its units.

Graph

1. Reading a bar and a line graph.

SOURCE: MINISTRY OF EDUCATION, CURRICULUM WING

1139D

Scheme of Studies for Elementary Classes

Subjects	Classes I & II Age 5 and 6+			Class III Age 7+			Classes IV & V Age 8+9+		
	No. of periods per week (39)	No. of hrs. per Week (26) Each period of 40 minutes	Percentage of total time	No. of periods per week (39)	No. of hrs. per week (26) Each period of 40 minutes	Percentage of total time	No. of periods per week (39)	No. of hrs. per week (26) Each period of 40 minutes	Percentage of total time
1. **Languages :**									
(*a*) 1st Language	12	8	30.7	6	4	15.3	6	4	15.3
(*b*) 2nd Language	—	--	—	6	4	15.3	6	4	15.3
2. Mathematics	6	4	15.3	6	4	15.3	6	4	15.3
3. Science									
4. Pak/Social Studies	5	3.20	12.30	6 3	4 2	15.3 7.69	5 4	3.20 2.40	12.30 9.23
5. Health and Physical Education	5	3.20	12.30	3	2	7.69	4	2.40	9.23
6. Islamiyat	6	4	15.3	6	4	15.3	6	4	15.3
7. Arts	5	3.20	12.30	3	2	7.69	3	2	7.69

Explanatory Note on the allocation of time.—In the week the School will function for five full days and one half day in the following manners :—

(*a*) For 4 hours and 40 minutes divided into 7 periods on full working days and 2 Hrs. 40 minutes divided into 4 periods on half working days.

(*b*) The working Hrs. exclude time for daily assembly (10 minutes), recess (30 minutes) and ten minutes short-break on full working days and only one short break of 10 minutes only on half working days.

AIMS AND OBJECTIVES OF TEACHING SCIENCE

CLASSES 1-5

Main Objectives

Although the specific aims of teaching science at different levels of education vary, the main objectives remain the same.

1. To achieve a broad and genuine appreciation and understanding of different aspects of science.
2. To promote scientific literacy and provide scientific and technological manpower in the country.
3. To develop scientific approach in the young pupils so that they acquire ability to apply knowledge gained towards solution of their problems.
4. To provide opportunity to an individual to determine his interests and aptitudes in science as a vocation.
5. To improve the general economic of the country and raise the living standard of our people through application of science and technology.

Specific aims and objectives for teaching science at elementary stage

Science at the elementary stage be taught as an integrated course consisting of relevant matter from the main branches of science like biology physics, chemistry, geology and astronomy. It should aim at helping children to develop concepts of science through the discovery method and further bring them to an appreciation and understanding of their environment. The goal should be to bring the pupil to a stage where he takes delight in being involved in learning science and feels committed to continue its study.

(i) To develop the spirit of inquiry and inqustivences.

(ii) To help him to understand his physical environment and the interrelationship that exists in nature.

(iii) To develop an ability to observe carefully and to report facts accurately and understandingly.

(iv) To acquaint the children with the various subject areas of science and to integrate the broad subject matter area of science to that the children can begin to see science in its total persopective.

(v) To help children to acquire and apply knowledge and manipulative skills.

(vi) To develop the rests, attitudes and aesthetic awareness.

(vii) To develop the habit of critical thinking and to draw inferences from observations.

(viii) To help children develop basic concepts of various disciplines of science.

SYLLABUS

CLASS—I Age 5 +

Living Things

1. Animals very in their physical appearance.
   (a) Animals differ widely in their size
   (b) Animals differ widely in their shape.
   (c) Animals differ in their movement pattern.
2. Plants vary in their physical appearance.
   (a) Plants vary in their relative size.
   (b) Plants vary in the shape of their leaves.
   (c) Plants have flowers of different size, shape and colour.

Matter and Energy

1. Material objects can be moved.
2. Motion can be slow as well as fast.
3. There are various sources of heat.
4. There are many uses of heat.
5. There are various sources of light.
6. Light sources are usually heat sources as well.
7. Light enables us to see things.

Earth and Universe

1. Sun, Moon and stars are seen in the sky.
2. Sun is a source of heat and light.
3. Day and night are related to the rising setting of the sun.
4. Morning, Noon and Evening are related to the position of the sun.
5. Weather changes by wind, rain and clouds.

CLASS—II Age 6 +

Living Things

1. Animals have different Kinds of coat.
2. Animals differ in their living habits and habitat.
3. Animals differ in their eating habits.
4. Animals are useful in many ways.

5. Plants are different in shape and size of stem.

6. Plants have roots of different size and shape.

7. Plants have seeds of different kinds.

8. Plants are useful in many ways.

Matter and Energy

1. There are various material objects around us.

2. Material objects exist in three states-solids, liquids and gases.

3. Some objects are heavy others are light.

4. A force is necessary to make things move and make the moving things stop.

5. Force is push and pull.

6. It takes greater force to move heavy objects than light ones.

7. Heat is produced by burning and rubbing things.

8. Heat is screened off by the intervention of a suitable object.

9. We get more heat from a source at shorter distance and less heat at longer distance.

10. Light is also screened off by the intervention of an opaque object. Light passes through transparent objects.

11. We get more light from a source at shorter distance and less light at longer distance.

12. (a) Shadows are cast in opposite direction to the sun/source.
    (b) Shadows of objects change in length during the day.
    (c) Shape of shadows resembles the shape of objects.

Earth and Universe

1. The earth, the sun, the moon and the stars are all spherical bodies.

2. The earth has many surface features-mountains, valleys, hills, rivers, plains and oceans.

3. The moon appears in different phases during a month.

4. Idea of four directions is related to the rising and setting of the sun.

5. Difference in warmth during day and night and in sunny and shady places is related to the position of the sun.

6. There are four seasons during a year-winter, summer, spring, autumn

CLASS—III Age 7 +

Living Things

1. Animals require food, water, air for living.
2. Animals have coating suitable for their environment.
3. Birds are alike in having two wings, two legs and a body covering of feathers.
4. Insects are alike in having six legs, two feelers and three body parts—Head, Thorax and Abdomen.
5. Mammals are alike in having hair on their bodies and feeding milk to their young ones.
6. Most plants have roots, stems and leaves.
7. Most plants need soil, water, air and light for growth.
8. Flowers produce fruits and seeds.
9. Crops grow in different seasons.

Matter and Energy

1. Matter is anything that occupies space and has weight.
2. Matter exists in three states—solid, liquid, and gas.
3. Matter can be changed from the one state to another state.
4. Water exists in nature in all the three states—ice, water and vapour.
5. There are many sources of water.
6. Water is useful for man, animals and plants. (Essential for life).
7. Air is matter. It occupies space and has weight.
8. Air is essential for man, animals and plants. (Essential for life).
9. Force of running water and moving air can move objects.
10. The force of human muscles, animal muscles, engines can be used to make things move.
11. Force of gravity pulls the objects towards the earth.
12. Force of friction stops motion.
13. An object at rest tends to stay at rest and an object in motion tends to stay in motion unless some outside force is applied.
14. Things become hot when they are heated (Heat changes the temperature of a body).

15. Heat can change the state of matter.

16. Shadows are formed because light travels in straight lines.

17. Light and heat are useful for man, animals and plants.

Earth and Universe

1. Most of the earth is covered with a thin layer of soil.

2. Soil surface contains rock particles, sand, clay and humus.

3. Rocks are of different colours, shapes and hardness.

4. Moon surface has several features—planes, hills, craters and ridges.

5. Sun, moon and stars change position with time.

6. Sun, moon and stars all rise in the east and set in the west.

7. The stars are like our sun.

8. Stars do not appear as bright as the sun because they are situated at great distances.

9. Some stars are brighter than others.

CLASS—IV Age 8+

Living Things

1. Living things are distinguished from non-living things on the basis of movement and growth.

2. Plants and animals are living, they show movement and growth.

3. Animals are useful for us in many ways.

4. Plants are also useful for us in many ways.

5. Animals and plants provide us food.

6. Living things are adapted to their environment.

7. Plants and animals are interdependent and there is a great deal of interaction with the environment.

Matter and Energy

1. Some substances (sugar, salt, boric acid) dissolve in water.

2. Most substances dissovle more in hot water than in cold water.

3. Water evaporates from rivers, ponds, lakes and oceans into the air.

4. In the air it forms clouds from which water falls to earth as rain, snow and hail (water cycle).

5. Atmosphere is an air blanket round the earth.

6. Air is made up of many gases—oxygen, nitrogen, carbon dioxide, water vapour and other gases.

7. Oxygen is a gas that supports life and combustion.

8. Burning and breathing are similar processes because

(a) Oxygen is used up in both processes.

(b) Carbon dioxide is produced in both processes.

(c) Water vapour is produced in both processes.

(d) Heat is produced in both processes.

9. Air-pollution is due to smoke-particles and gases from chimneys and smoky vehicles.

10. Hot air rises up and cold air moves in to take its place.

11. Proper ventilation is a necessity wherever human beings live and work—in homes, in offices, in factories, in mines, in public halls.

12. Magnets help move certain things.

13. Magnets have two poles.

14. There are two kinds of magnetic poles. A freely suspended magnet will always be in North-South direction.

15. In magnets the magnetic force is stronger at the poles.

16. Like poles of two magnets repel each other ; and unlike poles attract each other.

17. There are many uses of magnets.

18. Electricity also helps move certain things.

19. Electricity is produced in certain things by rubbing.

20. There are two kinds of electric charge.

21. Similar charges repel and dissimilar charges attract.

22. Some things may be cold, others may be hot.

23. Degree of hotness of an object is its temperature.

24. Thermometers are used to determine temperature.

25. Temperature is measured usually on two scales: Centigrade and Fahrenheit.

26. Water boils at about 100° C(212° F).

27. Ice melts at 0° C(32° F).

28. Normal temperature of human body is about 98°½ F.

29. Light bounces off when it strikes objects. This bouncing off of light is called reflection.

30. We can see things when light is either emitted by them or reflected from their surfaces.

31. The moon is a non-luminous body. Moonlight is reflected sunlight.

32. Sun light consists of seven colours.

Earth and Universe

1. The earth rotates on its axis.

2. Day and night are caused by the rotation of the earth.

3. Sun, moon and stars rise in the east and set in west due to axial rotation of the earth.

4. Sun rises in the east at different positions during different seasons.

5. The pole star does not change its position with time. It is the only star that seems fixed.

6. The constellation, Big Bear, seems to move round the pole star.

7. 'Pointers' of the Big Bear indicate location of the pole star.

8. Direction of the pole star is the direction of north.

CLASS—V Age 9+

Living Things

1. Animals come from pre-existing parents and grow to be like their parents.

2. Some animals (hen, frog, fish) are hatched.

3. Some animals are born.

4. Some animals (insects) pass through stages of structural change before maturity is reached.

5. Some baby animals that cannot move competently are fed and protected by the parents.

6. Most plants grow from seeds.

7. Inside the seeds is a baby plant which grows into a new plant of the same kind.

8. Plants pass through a cycle from seed to seed.

9. Seeds are dispersed in many ways

10. Some plants grow from bulbs.

11. Some plants grow from parts of stems and leaves.

12. Plants need manure and fertilizers for proper growth (special emphasis on crops).

13. Different crops are cultivated in different ways.

14. We use different foods (cereals, meat, egg, fish, vegetables and fruit).

15. Proper proportion of different types of food constitutes balanced diet.

16. Balanced diet is important for maintaining proper health.

17. Sickness is caused by unhygenic food and unhygienic living conditions.

18. Hygienic habits are necessary for healthful living.

Matter and Energy

1. Matter is made up of atoms. Different types of matter have different kinds of atoms.

2. Atoms can join together to form molecules.

3. The freedom with which the molecules of substances can move determines its state (Kinetic Molecular explanation of three states).

4. Water keeps its level due to gravitational force.

5. Water supply system makes use of flow of water under gravity.

6. Rain water picks up dust and microbes from the air.

7. Some minerals from the soil dissolve in water : mud, sand particles, dead organic matter and microbes found in plant and animal wastes collect in water as suspended impurities.

8. Some of the impurities in water are harmless, whereas others can be very harmful.

   (*a*) Small amounts of minerals and gases in water make it taste better other wise it would taste flat without them.

   (*b*) Many microbes are very harmful and these must be removed or killed before water is suitable for drinking.

9. In the home, water can be purified by boiling, which kills microbes, and filteration through linen or through earthen pots which removes suspended impurities.

10. For the supply of drinking water to towns and cities water is purified by large filter plants.

11. Aeration and chemicals are used to kill microbes.

12. Waste materials from factories and untreated wastes and sewerage from cities pollutes water.

13. Water vapours in air give rise to clouds, rain, hail and snow. There are many types of clouds.

14. Difference of temperature gives rise to wind storms.

15. Levers give us advantage in moving things.

16. Wheels help us in moving things.

17. Pulleys make it easier to lift things.

18. Inclined planes help us in moving things.

19. Wedges help us in moving things.

20. Levers, wheels, pulleys, inclined planes and wedges are simple machines.

21. Changes are due to energy.

22. There are different forms of energy—mechanical energy, heat and light energy, electrical energy, atomic energy.

23. Heat energy produces some changes—change of temperature, change of state and change of volume (Kinetic Molecular explanation).

24. Heat energy is produced in burning.

25. Three things are needed for burning to take place—fuel.

(*a*) a fire needs a material that will burn, which is called a fuel.

(*b*) a fire needs oxygen.

(*c*) a fire needs enough heat to get the fuel hot enough to burn.

26. To put out a fire we must take away one or more of the three things needed to make a fire.

(*i*) We can remove the fuel.

(*ii*) We can cut off the supply of the oxygen using sand, mud, a heavy woollen blanket or coat, water, carbon dioxide or any other material that will not burn.

(*iii*) Cooling can be effected by using water or any other material that will not burn.

27. When light is reflected, it changes its direction but it still travels in straight line.

28. Transparent materials allow most of the light striking them to pass through. Translucent materials allow some light to pass through and some light to be absorbed.

29. Opaque objects do not allow any light to pass through them, but absorb and reflect the light instead.

30. A material appears colored because when light strikes the material all the colored lights are absorbed except the one which is reflected to the eye.

31. A magnet can attract certain materials (magnetic materials) iron, cobalt, nickel.

32. A magnetic material can be magnetised in many ways.

33. Magnets loose their magnetism by dropping, striking or heating.

34. Matter has two kinds of charges.

35. We can distinguish one kind of charge by rubbing two different kinds of material.

36. Negative charge is due to electrons.

37. Positive charge is due to deficit of electrons.

38. Sound is a form of energy that is caused by vibrating bodies.

39. Sound is reflected when it strikes a hard surface—Echo.

Earth and Universe

1. The sun is a star. It is much larger than the earth.

2. The sun is very far away from the earth.

3. The sun with its nine planets make up the solar system.

4. Planets are non-luminous bodies.

5. Some planets have satellites—moons—around them.

6. Earth's surface is constantly changing due to weathering.

7. Weathering is caused by the action of sun, wind and water.

8. The process of taking away the products of weathering (Erosion) is carried out by water, ice and wind.

9. It is necessary to adopt measures for preventing erosion to conserve the soil.

10. Oceans cover 3/4 of the earth surface.

11. The crust of the earth is thinner under the floor of the ocean than land area.

12. The three main parts of the ocean floor are continential shelf, the continental slope and the basin.

13. Oceans are large reservoirs of food.

Subjects	Classes VI to VIII Age 9 to 10+&11+		
	No. of periods per week (45)	No. of hours per week (30) each period of 40 minutes	Percentage of total time
1. Languages :			
(*a*) 1st Language	6	4	13.33
(*b*) 2nd Langauge	4	2.40	8.88
(*c*) English Compulsory	6	4	13.33
2. Mathematics	4	2.20	8.88
3. Science	3	2.00	6.66
4. Pak/Social Studies	3	2	6.66
5. Health and Physical Education	3	2	6.66
6. Islamiyat	4	2.40	8.88
7. Arts	2	1.20	4.44
8. Vocational	10	6.40	22.22

Explanatory Note on the allocation of time.—In the week the School will function for five full days and one half day as mentioned below :—

(*a*) For 5 Hours and 20 minutes devided into 8 periods on full working days and 3 Hours 20 minutes divided into 5 periods on half working days.

(*b*) The working hrs. exclude time for daily assembly (10 miuntes) recess (30 minutes) on full working days and only one short-break, of 15 minutes only on half working days.

Source: Curriculum wing, Ministry of Education.

ELEMENTARY SCIENCE CURRICULUM -- GRADES 6-8

Grade 6

1. Characteristics of Living Organisms
2. Habitat and Environment of Living Things
3. Classification of Living Organisms
4. Micro-Organisms
5. Matter and Energy
   State of Matter
6. Effects of Heat on Matter
7. Atmospheric Pressure
8. Action-Reaction
9. Reflection of Light
10. Electrostatics
11. Current Electricity
12. Magnets
13. Earth and Universe
    Interior of the Earth
14. The Sun
15. The Moon
16. Soil
17. Oceans

Grade 7

1. Structure of Plants
2. Structure of Animals
3. Food and Nutrition
4. Factors Governing Survival
5. Matter and Energy
   Physical and Chemical Properties of Matter
6. Energy
7. Heat Energy
8. Weather
9. Refraction of Light
10. Machines
11. Current Electricity
12. Earth and Universe
13. Seasons
14. Sun's Energy
15. Solar System

Grade 8

1. Cellular Structure of Living Things
2. Cells and Organisms
3. Reproduction in Organisms
4. Matter and Energy
   Structure of the Atom
5. Elements, Mixtures and Compounds
6. Solution, Acid and Base

(Grade 8 Curriculum, continued)

7. Oxygen and Carbon Dioxide Gas
8. Light
9. Current Electricity
10. Sound
11. Earth and Universe
    Movements in the Earth's Crust
12. Revolution of Satellites and Planets
13. Artificial Satellites
14. Comets and Meteors
15. Stars and Galaxies
16. Mineral Resources of Pakistan
17. List of Experiments
18. Teacher Demonstrations
19. Equipment

SEX ROLE IMAGES IN PRIMARY TEXTBOOKS

Dr. Mohammad Anwar, Professor in the Department of Sociology, University of Punjab, Lahore has completed an interesting research project which sheds some light on the image of women portrayed in 105 textbooks for schools and colleges prescribed by the Punjab Textbook Board. It included 8 texts published by the Punjab Board as supplementary readers and 76 additional optional reading books for students. The findings were as follows:

1. The greatest number of characters were portrayed as hailing from the Western society, next being Middle Eastern in origin, followed by characters with Pakistani background, while the Indian sub-continent placed fourth.
2. In each of the ethnic backgrounds of the characters the numbers of males far exceeded the number of females. The Pakistani character ratio was one female to three males. Middle Eastern society, which is usually highly esteemed among the Pakistanis, was portrayed with a ratio of one female to eight male characters.
3. From the three types of books where the Pakistani ethnic background was shown, the highest proportion of females (30%) was to be found in the supplementary books.
4. From the characters in nursery books, 95% were males and only 5% were females.
5. From these 2,217 characters where the background was determined, three-fourths hailed from urban and one-fourth from rural areas.
6. Of all the characters portrayed, more than one-half of them were from the upper class, one-third middle class and those remaining, lower class.
7. In the great number of characters of the upper class, the females were the least represented (only 9%), compared with the highest representation from the lower class (30%).
8. Of all the occupations, the highest frequency of characters portrayed as rurals, the second in order was "service workers," the third was students closely followed by professional, technical and related workers.
9. Females were the least likely to be shown as "learned," "leaders," or "generous," while the main attribute ascribed to them was "domesticated."

ANNEX D-V.7

PROPOSED PROGRAMS FOR SPECIAL EDUCATION

Five-Year Plan for Disabled Children: Special Education Schools/Institutes and Administrative Areas

Category (1)	Islamabad (2)	FATA/ (3)	Punjab (4)	Sind (5)	NWFP (6)	Baluch. (7)	A.I.K (8)	NGO (9)	Total (10)
Deaf	2	6	7	2	9	6	4	6	42
Blind	1	4	11	5	11	5	4	6	47
Physically Disabled	1	1	1	2	10	4	-	6	25
Mentally Retarded	1	1	2	2	-	2	-	6	14
Mentally Handicapped	1	1	-	19	-	-	-	1	22
	6	13	21	30	30	17	8	25	150

Source: Social Welfare Wing, Ministry of Health and Social Welfare; and Concerned Provincial Departments/Directorates of Social Welfare and Education-1982.

ANNEX D-V.8

CONTRAST OF ALTERNATE AND REGULAR TEACHER TRAINING CURRICULA

Scheme of Studies

A. Alternate Curricula	Regular Curricula
Both PTC and CT will be 45 week duration. There will be 48 periods of 40 minutes duration each and the minimum weekly working hours will be 32.	Both PTC and CT will be 39 weeks duration. A working week of 33 hours. There will be 45 periods of 45 minutes each.

B. Annual Schedule		Annual Schedule	
1. 1st Semester	18 weeks	1. 1st Semester	14 weeks
2. Preparation, Exams	1 week	2. Preparation, Exams	1 week
		3. Short-term Teaching Practice	3 weeks
1. 2nd Semester	18 weeks	1. 2nd Semester	14 weeks
2. Preparation, Exams	1 week	2. Preparation, Exams	1 week
3. Teaching Practice	4 weeks	3. Long-term Teaching Practice	5 weeks
4. Comprehensive Test	1 week		
		4. Winter & Spring Breaks	2 weeks
5. Winter & Spring Breaks	2 weeks		
TOTAL	45 weeks		39 weeks

C. Primary Teaching Certificate Courses of Study (PTC)		Primary Teaching Certificate Courses of Study (PTC)	
1st Semester	MARKS		MARKS
1. Methodology of Teaching & Evaluation -	100	1. Principles of Education & Methods of Teaching -	100
2. Child Development & Guidance -	100	2. Child Development & Counseling -	100
3. Science & Methods of Teaching -	100	3. School Organization & Classroom Management -	100
4. Language Arts & Methods of Teaching -	100	4. Language & Methods of Teaching -	100
5. Mathematics & Methods of Teaching -	100	5. Mathematics & Methods of Teaching -	100
TOTAL MARKS	500	6. Science & Methods of Teaching -	100
2nd Semester			
1. Health & Physical Education -	100	7. Social Studies & Methods of Teaching -	100
2. School Organization & Classroom Management -	100	8. Islamiyat/Islamic History & Methods of Teaching -	100
3. Social Studies & Methods of Teaching -	100	9. Arts & Practical Arts & Methods of Teaching -	100

Alternate Curricula		Regular Curricula	
4. Islamiyat & Methods of Teaching -	100	10. Health & Physical Education -	100
5. Arts & Crafts (Theory & Practice) -	100		
TOTAL MARKS	500		
Practice Teaching - 4 weeks -	160	Practice Teaching - 5 weeks -	500

D. Teaching Certificate
CT Course of Study (CT)

1st Semester	MARKS
- Perspective of Education in Pakistan -	100
- Child Development & Guidance -	100
- Methods of Teaching & Preparation of Instructional Materials -	100
- Health & Physical Education -	100
- Principles of Islam & Ideology of Pakistan -	100
TOTAL MARKS	500
2nd Semester	
- School Management & Community Development -	100
- Testing & Evaluation -	100
- Islamiyat & Methods of Teaching -	100
- One Course from Science/Humanities/Agro-Tech & Methods of Teaching -	100
Practice Teaching - 4 weeks -	150

Optional Courses

Group A:
1. English
2. Urdu
3. Social Studies
4. Islamiyat
5. Mathematics

Group B:
1. Science
2. Mathematics
3. Agriculture
4. General Sciences

Agro-Technical:
1. Fundamentals of Agriculture
2. Teaching of Agriculture

Teaching Certificate
Course of Study (CT)

	MARKS
- Theory & History of Education -	100
- Child Development -	100
- School & Community Development - 100 marks	
- General Methodology & Preparation of Teaching Aids -	100
- Counseling, Testing & Evaluation -	100
- Organization of Elementary Education & School Management -	100
- Islamiyat/Islamic History -	100
- Social Studies & Methods of Teaching -	100
- Special School Subjects & Methods of Teaching (2) -	100

Optional Courses (Select 2)
1. Mathematics
2. Science
3. Social Studies
4. Languages
5. Arts & Crafts
6. Islamiyat/Islamic History
7. Fundamentals of Agriculture
8. Agricultural Education
9. Fundamentals of Industrial Arts
10. Industrial Education
11. Fundamentals of Home Economics

Student Teaching:
Short - 3 weeks
Long - 4 weeks

Alternate Curricula	Regular Curricula
Industrial Arts:	
1. Fundamentals of Industrial Arts	
2. Teaching of Industrial Arts	
(Females) Home Economics	

Source: National Committee on Alternate Curricula Education Sector (Third Education Project) Ministry of Education, Islamabad, October, 1978.

ANNEX D-V.9.

CURRICULA--TEACHER TRAINING COLLEGES

Primary Teaching Certificate (PTC) and Certificate of Teaching (CT)
Duration of Training

Both the PTC and CT course will be of 39 weeks duration on a non-vacational basis. There will be a minimum of 33 working hours in a week, equally distributed among the subjects offered during a semester. A typical week will be divided into 45 periods of 45 minutes each with a recess of 1/2 hour daily except Fridays. A semester system of education will be introduced. The structure of the courses will be as follows:

First Semester		
Classes		14 weeks
Preparation for Examinations		1 week
Practical Component (Short)		2 weeks
Second Semester		
Classes		14 weeks
Preparation for Examinations		1 week
Practical Component (long)		4 weeks
Practical Component Evaluation		1 week
Winter and Spring breaks		2 weeks
	TOTAL	39 weeks

The PTC leads to the Primary Teaching Certificate for grades I-V. The course requirements are mainly in the field pedagogy with emphasis on the methodologies of teaching.

The CT program leads to the Certificate of Teaching for grades 6-8. The course offerings include some general educational courses in addition to methodology courses.

Scheme of Studies for PTC Programme--Classes I-V

Part I

Theory

These courses are meant to equip student-teachers with the basic knowledge, teaching skills, educational theories and principles necessary for their understanding of their pupils and the effective development of the teaching-learning process. The student-teachers will study content courses given at No. 4 to 9 with equal emphasis on how to teach these subjects to primary school children.

Paper I	Principles of Education and Methods of Teaching	100 Marks
Paper II	Child Development and Counselling	100 Marks
Paper III	School Organization and Classroom Management	100 Marks
Paper IV	Language and Methods of Teaching	100 Marks
Paper V	Mathematics and Methods of Teaching	100 Marks
Paper VI	Science and Methods of Teaching	100 Marks
Paper VII	Social Studies and Methods of Teaching	100 Marks
Paper VIII	Islamiyat/Islamic History and Methods of Teaching	100 Marks
Paper IX	Arts and Practical Arts and Methods of Teaching	100 Marks
Paper X	Health and Physical Education	100 Marks

A Modified System of Teacher Training for Primary Schools

In order to provide additional teachers to meet the demands of expanding primary education, the Government has authorized the Provinces to recruit teachers with an "8th grade pass" who have a commitment to undergo training at a later time. The training period can be broken up into a 5 month period followed up by 2 months at a subsequent time and a final 2 month training period to complete the 10 month training program.

The teacher under recruitment can be posted immediately and has 3 years in which to complete the 10 month training program. The initial salary of a trained teacher is paid to the recruitee subject to full receipt of increments once the training has been completed.

Scheme of Studies for CT Programme--Classes VI-VIII

Part I

Theory

The subjects in this area are meant to equip the teacher with the basic knowledge of principles and theories of education and proficiency in the use of modern techniques of teaching. The following are the subjects:

Paper I	Theory and History of Education	100 Marks
Paper II	Child Development	100 Marks
Paper III	School and Community Development	100 Marks
Paper IV	General Methodology and Preparation of Teaching Aids	100 Marks
Paper V	Counselling, Testing and Evaluation	100 Marks
Paper VI	Organization of Elementary Education and School Management	100 Marks
Paper VII	Islamiyat/Islamic History	100 Marks

Paper VIII	Social Studies and Methods of Teaching	100 Marks
Paper IX and X	Special School Subjects and Methods of Teaching (2 courses)	200 Marks

Two courses will be selected out of the following specific school subjects carrying 100 marks each:

1. Mathematics
2. Science
3. Social Studies
4. Languages
5. Arts and Crafts
6. Islamiyat/Islamic History
7. Fundamentals of Agriculture
8. Agricultural Education
9. Fundamentals of Industrial Arts
10. Industrial Education
11. Fundamentals of Home Economics
12. Another subject approved for the scheme of studies.

Part II

Teaching Practice

This will be conducted in two parts; namely, short-term practice and long-term practice.

Scheme of Studies for the OTC
(Oriental Language Teachers Certificate)

Duration of Training

OTC Course will be of 48 week duration on a non-vacational basis. There will be a minimum of 33 working hours in a week, equally distributed on the subjects offered during a semester. A typical week will be divided into 45 periods of 45 minutes each with a recess of 1/2 hour daily except Friday holiday; a semester system of education will be introduced. The structure of the courses will be as follows:

1.	1st Semester	18 weeks
2.	Examination and Preparation	1 week
3.	Short-term Teaching Practice	3 weeks
4.	2nd Semester	18 weeks
5.	Examinations and Preparation	1 week
6.	Long-term Teaching Practice	5 weeks
7.	Winter and Spring Breaks	2 weeks
	TOTAL	48 weeks

OTC Courses

First Semester: General Methods of Teaching and Preparation of Teaching Aids; Child Development; Teaching of Mother Tongue (Sindhi/Urdu); Mother Tongue Subject Matter (Sindhi/Urdu); Health and Physical Education.

Second Semester: School Organization; Islamiyat and Ideology of Pakistan; Arabic/Persian Subjects Matter; Teaching of Arabic/ Persian.

System of Evaluation

There will be an internal system of evaluation of the theory papers undertaken during a semester. The final evaluation of practical teaching will be made jointly by the head of the institution or his nominee and one external examiner appointed by the Director, Bureau of Curriculum and Extension Wing, Sind. The OT certificates will be awarded by the Provincial Bureau of Education.

Proposed Scheme of Studies for OTC Program

Part I

Theory

These courses are meant to equip student-teachers with the basic knowledge, teaching skills and educational theories and principles necessary for their understanding of their pupils and the effective development of the teaching-learning process. The student-teachers will study content given at Nos. 4 to 9 with equal emphasis on how to teach these subjects to primary school children.

Paper I	General Methods of Teaching and Preparation of Teaching Aids	100 Marks
Paper II	Child Development	100 Marks
Paper III	School Organization	100 Marks
Paper IV	Teaching of Mother Tongue (Sindhi/Urdu)	100 Marks
Paper V	Mother Tongue Subject Matter (Sindhi/Urdu)	100 Marks
Paper VI	Islamiyat and Ideology of Pakistan	100 Marks
Paper VII	Health and Physical Education	100 Marks
Paper VIII	Arabic/Persian Subject Matter	100 Marks
Paper IX	Teaching of Arabic/Persion	100 Marks

Part II

There will be 30 lessons of 100 marks in all during the year, out of which 15 lessions will be for Mother Tongue and the rest, 15, for Arabic/Persian.

Two (2) lessons of 50 marks each will be demonstrated at the Annual Test.

Scheme of Studies for ATC (Art Teachers Certificate) Training

Duration

This course will be of 40 weeks duration excluding vacations and other holidays. It will run on semester system lines and there will be a minimum of 33 working hours in a week.

The structure of the courses will be as follows:

1.	1st Semester	17 weeks
2.	Preparation and Examination	1 week
3.	2nd Semester	17 weeks
4.	Practice Teaching	3 weeks
5.	Preparation and Examination	2 weeks
	TOTAL	40 weeks

Subjects

1.	Still Life	100 Marks
2.	Design	100 Marks
3.	Expressional Painting	100 Marks
4.	Representational Painting (Nature Study and Flower Painting)	100 Marks
5.	Sketch from Life	100 Marks
6.	Plane geometry, scale and lettering and simple projectional drawing	100 Marks
7.	Art Education (Theory Paper)	100 Marks
8.	History of Art (Theory Paper)	100 Marks
9.	Craft Work	100 Marks

The craft work paper will contain the following four fields, out of which the candidate will choose any one:

1. Cloth Printing and Colouring
2. Clay Modeling
3. Paper Mache
4. Any local craft

10.	Teaching Practical Work	100 Marks

Note: Every candidate is required to pass the Internal as well as Annual Test.

ANNEX D-V.10

The Education Extension Center
Punjab Province, Lahore

Inservice training of teachers is of particular importance since so many teachers are entering the profession without adequate training. There is an equal need to refresh the training of all teachers in the system. The inservice network is working overtime to make a dent in this formidable task but despite efforts, budget and staff, limited advances have been made to meet even minimum goals. All provinces have Education Extension Units for delivery of inservice training. This study gives an account of some interesting work of just one of these excellent centers located in Lahore.

The GOP provided funds in 1959 for the establishment of the Education Extension Center for the Punjab Province. The Ford Foundation also provided sizeable funding.

In accordance with the charge given to this organization by the National Commission of Education of 1959, the following purposes and objectives were stated:

1. To initially provide training for the administrative staff of departments of Education, to inspectors, Headmasters, and content experts for multi-purpose schools.

2. To provide leadership in the provision of educational support services to the provinces.

3. To formulate, put in order, and implement inservice training programs for teachers, administrative and supervisory staff, for the purpose of increasing their capacity for higher level performance of their professional duties

Its duties and responsibilities remain the same today but also include:

1. Assist with the task of developing, giving advice for implementation, and offering suggestions for ongoing curriculum development at the national and provincial levels.

2. Select, evaluate, and utilize the assistance of other institutions to participate in the provision of educational inservice training activities.

3. Design and produce pertinent materials aimed at the improvement of teachers' instructional skills.

4. Participate in the design and actual development of textbooks.

5. Participate by offering counsel and attendance at key meetings with the aim of improving the pupil evaluation system and those bodies responsible for the formulation, conduct, and assessment of scheduled exams.

PROGRAMMING

The Education Extension Center provides a wide selection of courses in the subjects of science, mathematics, languages (Urdu and English), social studies, religious studies and home economics, Likewise, the Center caters to the administration and supervisory corps by offering courses in educational management and supervision. The Center provided the inservice and training course for the teaching and supervisory staff who participated in the initial stages of of the incorporation of Mosque schools in the primary education system. In 1979, the Center initiated a program aimed at improving the skills of primary level Supervisors. The programs reached about 450 Assistant District Education Officers. In addition, the project provided 21 jeeps for female DEOs as well as 262 motorbikes for 262 male DEOs.

The Center has already completed some action research projects. They have:

1. Collected and analyzed data from questionnaires administered to supervisors and AEOs, to ascertain their current practices of supervision.

2. Developed a battery of tests (pre and post) designed to assess the effectiveness of its own inservice courses.

3. Developed 12 supervisory primary school reading books for primary teachers. These books met with great success in boosting the completion of training for 4,503 primary teachers in 104 courses of one week duration from April 1979 to January 1982.

Many teachers on the job desire inservice training and the EEC tries to accommodate 20% of the total number of teachers in the Province annually. However, this is subject to Center funding. If funding is abundant the Center proceeds with its goal of 20%. If the funding is lacking, the Center will proceed with whatever training percentage is dictated by the available funding. There are 98,000 teachers in the Punjab and normally when the budget is in place, 19,600 primary teachers would benefit. Only PCT holders and above are offered this training program.

The training period consists of 29 working days and the training period is predominantly during the vacation periods, but it functions as well when school is in session. All primary schools in the Punjab Province have two teachers, so one keeps store while the other participates in the training program. The duration of the program is 28 working days. Selection is made at random at the various District, tehsil and markaz levels.

The Center works on the plan of a 5 year cycle which tries to provide one inservice opportunity during this period. Upon completion of the course, the teacher receives a certificate of attendance. However, this professional growth seldom reflects a salary raise or the granting of a bonus for the effort of self improvement.

Composition of Curriculum Committees

The committees are constituted by obtaining nominations of suitable persons from the Boards of Intermediate and Secondary Education, the Provincial Education Departments, the Textbook Boards and other research organizations such as the Institutes of Education and Research at Lahore, Hyderabad, Peshawar, Dera Ismail Khan, the College of Education at Karachi and the Department of Education of Baluchistan University, Quetta. These arrangements ensure the involvement of experts in the process of curriculum development. The composition of the committees at provincial and federal levels is given below:

Provincial

* Representatives of the Provincial Curriculum Centres
* Supervisors
* Teachers
* Educational Administrators
* Subject Specialists from the schools, colleges, universities and other research organizations.
* Representatives of the Textbook Boards.
* Representatives of the Boards of Intermediate and Secondary Education.
* Teacher Trainers.

ANNEX D-V.11

INCOME GENERATING PROJECTS (UNICEF)

Sweepers Colony Primary Education School: Introduction of Income Generating Activities in Girls Primary Schools

The purpose of the experimental project in the Province of Sind is to make the primary school curriculum more relevant in order to attract and increase the schooling time of young female students. The pilot project is to be extended to a total of 150 schools, 30 in Karachi and 120 in the Hyderabad region. The main focus of the program is the placement of income generating activities in the IV and V grades. The items produced by the females are marketable and the income generated by the sale of these products provide incentive and motivation for schooling not only on the part of the students but by the parents as well. Every year in the Province of Sind two primary schools will be selected for this pilot project, 6 schools from 3 districts in Karachi, and 24 from the 12 districts of the Hyderabad region.

In charge of the project are the Directors of School Education from Karachi and Hyderabad. Two teachers per school will be trained to teach the skills in grades 4 and 5.

The proposed activities are sewing, stitching and embroidery of items which are marketable in the local setting. Students can earn between 30 to 40 rupees per month while pursuing academic studies. The program has high hopes of attracting more female students in the primary school and to keep them around a while longer. Results of the first phase of the program are favorable and provide optimism for the continuance and expansion of the project.

Income Generating School for Female Middle School Students

A sweepers colony private schools for girls met with a great deal of success recruiting and increasing the staying power of females by choosing the carpet making industry as the center of school activities. The industry accommodates 90 girls engaged in rug manufacturing for the ultimate sale in the open market. The students are paid approximately Rs. 30 per week and if sales are good there is a profit sharing scheme which provides additional funds per student.

While working in shifts students pursue academic studies under the tutelage of qualified teachers. The regular government curriculum and textbooks are used and the school day is between 5 1/2 and 6 hours. The students shift back and forth from their studies to rug making and are highly motivated to do well in both activities. The quality of their products have been recognized and they are presently behind on their orders from hotels and general public consumers. The students academic work has passed expectations. At first students came to school only for the opportunity to earn some money. Now they are motivated to do well in their studies because they realize the short time limitations of the rug making industry and want to be prepared to do something else when this time comes.

The school has an open enrollment of 90 students. There is a great demand for enrollment but the limitations of the rug industry impedes greater intake. The school provides a mid morning snack and lunch. The atmosphere of the school is very conducive to good education and ways should be sought to replicate such an innovation in other location to increase female education.

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ANNEX D-V.12

A REVIEW OF THE USAID 1970 EDUCATION SECTOR PAPER; 1973/74 PAKISTAN SECTOR ASSESSMENT; AND THE 1977 PAKISTAN PRIMARY EDUCATION PROJECT PAPER

The three documents reviewed contained similar content in the interest of providing three essential dimensions for the development of an effective primary school education system. These dimensions were as follows:

1. Provision of an infrastructure (physical facilities, teachers, instructional materials, furniture and equipment) to accommodate greater numbers of students for an education which promises significant measures of quality.

2. Provision for higher combined participation rates (especially females in rural areas at every educational level).

3. Provision for greater retention capability of the primary school system and increased ability to provide for a balanced student flow through the classes of each educational cycle.

The formulation of innovative strategies to make needed adjustments in the primary education system differed in the three USAID documents but were designed to bring about similar outcomes. The three documents were in complete harmony, relative to the need to establish a solid base of primary schooling for short and long term socio-economic development. A common theme throughout the documents was the need to strengthen the teachers' capacity through significant improvement in preservice and inservice training programs, to change the type of supervision offered classroom teachers and to increase the frequency of school visits by supervisory staff.

Some of the similar themes discussed in the three documents were:

1. The expansion of primary education to expedite the achievement of primary education as well [illegible]ass literacy and to improve the efficiency of primary schooling.

2. The development of technical education to meet the requirements of middle level human resources.

3. The close relationship of the secondary education curricula to the work world by increasing offerings in science, mathematics and technology.

4. The establishment and maintenance of a priority for primary school funding with support for secondary and higher education to remain at relatively on-going levels.

Despite the formulation of Five-Year Education Plans, educational development resulted in minimal gains. The following problems continued to persist:

- the low level of performance by the primary school system (drop-out rate, 50%; repeaters, 10-15%);
- the difficulty of achieving quality improvement of the system;
- the irrelevant curricula which continued to be divorced from actual living and purpose in the villages; and
- the low quality of teachers which impedes efficient performance in the classroom.

5. The inability of the management system to translate policies, plans and programs into action; perhaps resulting in...(6).

6. The low order of financial priority given to primary education and its continuous competition for funds with secondary and higher education.

USAID SECTOR PAPER: EDUCATION AND MANPOWER (1970)

In July, 1969, the Ministry of Education published proposals for a National Educational Policy which provided the base for educational reform. The policy document, however, was issued in March, 1972. The following goals for educational development were established:

1. Compulsory attendance in grades I-V and universal enrollment up to grade V by 1980, with additional enrollments of 5.1 million.

2. Extension of basic education from five to eight years.

3. Literacy education for 5 million adults.

4. Introduction of science education at the primary school level.

5. Massive shift of students to technical and vocational education with emphasis on agriculture.

6. Crash programs for teacher training (128,000).

7. Emphasis on quality in primary level education.

8. Decentralization of educational administration.

9. Creation of a fund for the conduct of research.

10. Institution of national fellowships and national professorships.

11. Establishment of a National Council of Education for widespread national participation in the formulation of educational policies and programs; and

12. Increased concern for student amenities including fee concessions, more scholarships, low-cost textbooks, book banks, better residential accommodations, improvement of food and transport facilities.

The priorities of the government for promoting educational development were:

- accelerating the growth of primary education while making a "selective" attack on the problem of adult illiteracy;
- reorientation of secondary schools towards scientific, technical and vocational education;
- raising the productivity of the higher education system;
- establishment of programs of research and evaluation of education and training; and
- the improvement of the quality and status of teachers.

Four major policy decisions which caused controversy were:

1. The resources used to expand rural primary education would be seen as depriving the growth of higher education. On the other hand, it had been the high level of support to higher education which had stunted the growth of primary education for such a long time.
2. A second issue was the emphasis to be placed on the careful selection and control on enrollments in secondary and higher education institutions.
3. The plan to divert 40% of the students into technical/ vocational studies was an issue in terms of the scarcity of facilities, equipment, staff and instructional materials. Most of all, it was a problem of assisting reluctant students to make career choices in these fields of study.
4. The proposal to base teacher promotion on productivity was a departure from usual procedures of promoting on the basis of seniority. Some attitudinal changes would be needed in order to make this proposal acceptable.

The USAID education assistance policies were as follows:

1. To assist the establishment of functional literacy programs for young persons and adults.
2. Assist the organization and development of materials and training programs for teachers of illiterates.
3. The diversification of curricula in secondary and higher levels of education with emphasis on technical and scientific content.
4. The promotion of educational research to improve educational planning.
5. The promotion of low-cost book publishing. Providing up-to-date textbooks, reference books, and other materials at a low price and in quantities appropriate to the need.
6. The enhancement of programmed instruction. Assisting one or more of Pakistan's graduate schools of education to train writers of programmed instruction materials, to produce and experiment with those materials in formal class situations in out-of-school functional literacy experiments.

Problem Areas

1. The need to subsidize primary school and functional literacy programs with modified financing of secondary and higher education.

2. The need to assess the balance between development and recurrent expenditures.

3. Need to find ways of supporting spiraling costs of teacher preparation, salary increases for teachers and increased enrollments of female education requiring separate facilities.

4. The redirecting of 40% of the students into vocational/ technical education presented the following problems:

   - lack of enthusiasm for this type of education by both students and parents; and

   - high costs of technical/vocational education as well as short supply of facilities, equipment and teachers.

5. The need to maintain the quality of higher education despite modified financial support. The need for a careful selection of students and some measure of control on enrollments.

6. The development of a textbook planning cell and the initiation of a reprint project to publish U.S. science, mathematics and technology textbooks .

7. The solution of problems which the federal government left to provincial governments were:

   - role of religious schools;

   - national vs. regional vs. language usage;

   - organization of decentralized administration; and

   - college and university autonomy and self-rule.

THE 1974 PAKISTAN EDUCATION SECTOR ASSESSMENT

The 1974 Pakistan Education Sector Assessment focused attention on the needs of rural areas as well as agencies which might provide assistance for its overall development. Relative to rural development it stressed the need to improve the quality of life. In the provision of educational services unit costs were to be given consideration. In this regard, formal education appeared to be the most economical. The People's Open University and Integrated Rural Development Programs were both costly and characterized by top-heavy administration reducing its working effectiveness in rural areas.

The attainment of a 70% primary school participation rate was viewed as essential in socio-economic development plans. It suggested further that alternate shifts of boys and girls in the same school would assist the expansion of educational opportunity. It was suggested that even if the rural children only completed the first three grades, they might have acquired some of the basic learning skills and that it was reasonably cost effective.

The report called attention to the need for professionally trained teachers. The contention was that preservice education of primary teachers was shallow and should be increased to at least two academic years instead of the present 48 week programs.

A strong inservice primary school teacher program was emphasized to be implemented in designated centers located in key places in the provinces. Courses, field experiences, seminars and other upgrading activities for the supervisory corps were also recommended. All forms of educational delivery systems were to be provided to upgrade teachers and supervisors: traditional class settings, workshops, get-togethers, radio, television and print materials.

Four strategic areas were cited for the development of project proposals:

1. The Improvement of Teaching at the Primary Level. Supervisors would be trained to make visits to the classrooms and to diagnose the work of the teacher. Teachers would be given lodging in an appropriate center and participate with the supervisors in seminars, classes or workshops on curriculum revision and development and of improved teaching practices. Video tapings of good teaching models might be shown to teachers in addition to TV presentations and other teaching media.

2. Improvement of Education in Rural Areas. The provision of effective teachers for primary rural classrooms and rewards in recognition of their good teaching. The provision of effective supervision through special training of personnel. A relevant primary school curriculum for rural school youth to enable students to participate in agriculturally oriented activities at various points in the school system. The curriculum should provide some assistance for a more effective transition from school to life and employment in the community.

3. Reaching the More Capable Students. The need for creativity and imagination on the part of teachers to deal with a wide range of individual talent. It is essential to train and to continue to retrain teachers to assist them to operate at an acceptable and higher level of performance. Students will gain little from teachers who use antiquaited methods and require rote memorization of knowledge.

4. Support to Expansion in Primary and Middle Schools. The report emphasized the need for science equipment which would, hopefully, change the teaching approaches to science. An orientation of the highest level Ministry and provincial officials would prepare them to offer inservice training courses to primary and middle school teachers.

Planning Studies

1. The collection and analysis of data and information relative to the physical, human and financial resources required to expand the primary school system to cover the 5-9 age group.

2. Similar data relative to the numbers, qualifications and sex, relative to teachers and replacements.

3. Studies of different curricula as well as teaching strategies and pupil evaluation for the improvement of primary school education.

4. Federal and provincial officials should have access to training which could be facilitated through a network of planning, school administration and management institutions.

5. Education Councils should be helpful at all levels in assisting with planning, consultation, implementation and the evaluation of education.

PAKISTAN PRIMARY EDUCATION PROJECT PAPER, SEPTEMBER 20, 1977

AID's envisaged strategy for the development of primary education was designed with the aim of promoting greater financial and efficiency efforts in the development of the primary school system.

An initial loan of $7 million was to be focused on quality and efficiency efforts by strengthening teacher training programs, the production of instructional materials, making planning more efficient and increasing management capabilities as well as improving the physical environment for learning.

The main problems of the primary education system were identified as follows:

- inadequate coverage of the primary school clientele;
- imbalances of educational opportunities between urban and rural children with greater opportunities for urban children;
- imbalances between educational opportunities for males and females favoring males in all the provinces;
- high wastage in the form of drop-outs and repeaters;
- weak management and supervisory system, especially at the lower echelons; and
- variance of quality in urban and rural schools with a higher quality level in urban schools.

It was felt that in order to bring about qualitative improvement, the Ministry of Education should take action to reorganize and improve the administration of schools, improve and expand preservice and inservice primary teacher training programs, improve the curriculum and instructional materials and focus attention on the improvement of the physical facilities.

Support of Project Activities in the Provinces

1. In the province of Punjab, support was to be given to the supervision and training of teachers for the upgrading of center schools. Three hundred of 6,000 schools would participate.

2. In the Sind province, assistance would be given for the modernization of 7 existing teacher training centers. These centers would provide inservice training for 350 satellite primary school teachers.

3. In the NWFP, the project would support the improvement of existing inservice teacher training centers, the upgrading of rural school plant facilities and the provision of school furniture and living quarters for female teachers.

4. To be supported also by the project were studies relative to management and organization as well as special pilot experiments on low-cost school buildings, village level teacher assistants, parent incentives and adult education.

5. School mapping would be encouraged to provide information relative to:

   - availability and physical condition of schools as well as their current enrollments by sex;

   - a determination of under or over-utilization of facilities as well as shortages or excess of teaching staff; and

   - A determination in which locations expansion and replacements of schools would be most appropriate.

6. The project would support teachers and be reflected through incentives, promotions, training, awards, living conditions, supervisory assistance and the provision of useful guides and other teaching aids.

7. A review of textbook content and utilization by teachers would be undertaken.

8. A needs assessment study would be made of parental financial needs relative to scholarships, free textbooks and writing materials, school uniforms and free school lunches.

9. A study on school attendance problems was recommended.

10. The project had concern for more female education and urged further exploration of using untrained females from local communities as teachers. Initial inservice training would be provided for a longer period of time once teachers were on the job.

11. The project emphasized a greater intake of females in the primary education system. Studies have shown that as women are educated, they tend to have fewer children. With only a 2% participation rate of women in the labor force, more females need to be educated and make a contribution to the socio- economic development plans of the country.

The memorandum for the Development Committee follows the same aims and goals for primary school development as those included in the Fifth and Sixth Five-Year Plans for education. The problems of primary education were well identified and project activities were well designed to assist the improvement of management and to reduce pedagogical deficiencies.

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ANNEX D-V.13

A BRIEF REVIEW OF THE FIFTH AND SIXTH FIVE-YEAR PLANS FOR EDUCATION

Some Common Objectives

- expansion of primary education to facilitate primary education and mass literacy for greater numbers and to raise the performance level of primary schooling;
- emphasis on technical and vocational education in order to provide the middle level human resources needed;
- revision of curricula in secondary and higher education to strengthen science, mathematics, and technology to increase the employability of youth; and
- increased allocations to primary education expansion and quality goals.

The Fifth Five-Year Plan (1978-83)

The Fifth Five-Year Plan layed out a comprehensive scheme to increase female education enrollment in primary schools. It was envisioned that during the Plan period (1978-83) female education enrollment would reach the 58% level. If this could be achieved, it would raise the participation level of females from 33%-45%. With emphasis on female education it was hoped that an annual average rate of increase in enrollment would be 9.6% for girls as opposed to 7% for males.

School construction priorities were to be for new schools and improvement of existing schools for girls. It was proposed to design all new schools for possible matriculation by both sexes. Construction of schools for girls only would continue only in areas where co-education was not acceptable.

In order to increase educational opportunity the utilization of double shifts would be necessary. In order to encourage female teachers to teach in rural areas, 5000 residences would be provided.

The Sixth Five-Year Plan (1983-88)

The Government continued with a similar line of educational development in the Sixth Plan. Its emphasis was again on the expansion of primary, secondary and mass literacy programs. The allocation of financial resources would favor female education in disadvantaged areas with the reductions for support of higher education. The Government at the same time, was to encourage and expect more assistance from the private sector for the provision of education.

The envisioned expansion of primary education was for an increase of 5.3 million students. This would:

- raise the participation level from 50 to 70%;
- entail the construction of 44,000 new schools;
- improve 25,000 existing schools; and
- provide 150,000 teachers.

The mosque school scheme was to be expanded to accommodate students in grades I-III. It was hoped that these three years plus grades IV and V could become an obligatory five year cycle.

The ambitious plan envisioned the universalization of male education at mid point in the plan period, and the same for females by the end of the plan period. A full sense of commitment by the Government was pledged. Since the low performance level of the primary school had been problematic it was felt that the expansion of primary education should be accompanied by a qualitative dimension.

The Plan focused on rural education development with children, youth and adults as the beneficiaries. The expansion of physical facilities would provide places for the combined primary school aged population. The mass literacy program would extend to 10.5 million adults, especially females, enabling them to acquire literacy skills to lead a more productive life.

ANNEX E.

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